

(1)

Management of young Children

It is natural to be able to receive and communicate -

What we must look at is not "how to" ~~see~~ that's built in. Instead, we should look at those attitudes of grown-ups which act as barriers & make communication & management more difficult -

Barriers

Idea that child & grown-up are members of opposing armies -

Child as infant out to make a fool of grown up -

Grown up must nip any attempts of child to manage him by an immediate show of strength - manifested by a refusal to go along with the child -

Fact: Infant & child quite aware that grown-up has all the cards - that he is vastly bigger and stronger - and,

(2)

Except for when all this massive force is pitted against him & his efforts to work toward his own survival. He prefers it that way - he has to have it that way - The child is no part of the enemy - he's the lowly foot soldier on your side. To win the battle against him is to defeat your own cause.

B. Communication as a threat -

When child cries, what's he doing? How can you respond? If cry is heard as negative symptom "something is wrong with me, you are to blame." Parent may feel punitive or uncomfortable.

If, on the other hand, cry is heard from the very beginning of child's life as an attempt at communication - a first effort toward relating & toward independence, adult responds quite differently - He's pleased to be informed by the child; he's proud of the child's efforts, and eager to respond & re-

(3)

ward them by learning the new language
And using all his adult resources to
reward the child.

What's the result -

The child responds to the adult
response - sees himself as his self-
image develops, as an effective
person in a friendly world. This
is the attitude that leads to
maturity. He accepts the adults
as models & views himself
as his models view him - as a
worthwhile person. (Cf Anna Freud Obs.
Infant Behavior)

On the other hand, viewing
crying, complaining - turning away,
as negative interferes. If the adult
can only accept specific kinds
of communication and the child
hasn't yet learned how to use such
adult-accepted expressions,
what's he to do.

Medical procedures:

~~Explain~~ Why a child should be brave.
(an demand?) Why he shouldn't
cry? If he shouldn't cry, why
does his body tell him to? What

(4)

Happens to him - what does he learn
when his body tells him to do something
(or just goes ahead & does it -)
And the adults tell him not to? -

Quote Dr. Glinker: Anxiety inducing ex-
periments: fastest way to bring on anxiety
in another is to block communication - pre-
tend you don't understand him - get his
name wrong - etc. How often do we
do this to children?

Greatest block of all for relating to or managing
children is our predetermined evaluation
of what child should be accompanied by
a judgmental & disapproving attitude
toward him for being as he is.

The only effective way you can
deal with anything is to first

See it as it is behaving -

Child racing up and down hall
Stop that behavior if it is destructive,
dangerous or disruptive - by
Physically offering a barrier -
Quietly saying "Slow down"

(5)

Using all your own receptors & attempt to ~~find or~~ guess what's ~~wanted~~ ^{sought} by the child in using this behavior - Try to phrase this for the child to check out your hunch. - ~~and~~

If you're right, plan with child a substitute activity that may meet same need in more acceptable fashion

"I won't let you blah blah because blah blah but you can tell me about it" - or
"What could you find that would be O.K.?" -

Barrier: ~~For that~~ Giving attention will foster something evil & unmanageable in the child & will quickly balloon into impossibly demanding heights.

Solution: Give attention before demand has to be made - and give it gratuitously. - just for the child's being himself -
"I like your eyes" "I like the way you look" "You have a pretty voice" - In addition

behavior you really enjoy can be
commented on - best if it's
a pointing - ant kind of thing
"You really make Johnny
happy when you help him,
don't you"
then a reinforcing of hackneyed
grown-up ~~the~~ standards of praise for passivity -
"That's a good girl -
Look how well she eats up
all her dinner - " —

Barrier: The desire to play ^{girl} God - to
be the great provider... this leads
to closing off areas of communi-
cation for the child -

i. e. Ch "I want my Mame"
T "She'll come back
pretty soon" —

Distract etc. as opposed
to - Ch: I want my Mame
T "Do you - I know -
What's she doing now -
Is she fixing your
Sandwich? Is
she thinking - 'How's my boy'?"

Play is essential to the child
research
practise
learning -

Good play is that which a
child does because he can't
resist it. Some examples:

Simplicity an important characteristic
Water

for power - for sensation,
for experimentation

Ages - 18 mos. to 4 or 5 -

paint brush + bucket -
sponges + soap - etc, etc.
egg beaters -

Paints, Crayons, etc -

power - process, not product
in early years; self concept
(draw around hand or body)

Dough - (give recipe) -
Lists -

When you encounter a child,
see what he has to enjoy

from his vantage point -
Anything interesting to
see? Hear? Smell?
Month play? -
Mirror? Birdie, clock
to look at?

What does he have to develop
him motorically?
Describe Polish project -

To build relationship -
Play offering needs to be
exciting enough to catch in-
terest and not so exciting as
to frighten. Varies from
child to child - from
stage to stage -
i.e. 9 mo old,

You sit quietly, occasionally
calmly meeting eye briefly -
perhaps "playing with
something" yourself until
child signals for it -
At a different age, you
might want to rock it up

See cards for kinds of toys -

The child will usually show you where he is, then you can respond -

Balls + balloons
bean bags in basket
Clothes pins in cans

Avoid toys that leave no room for the child to be powerful & make discoveries of his own.

Avoid all unnecessary restrictions (manners, complaints by child etc.)

Go with the grain

Restrict or direct traffic with as many non-verbal cues as possible - (bowls up & out of

reach; Anticipation of possible difficulties; verbalizing and accepting children's obvious feelings -

Tell about library -

Remember - it takes time in between the approach and the response -
You're working for response, not obedience

Simplicity - The mark of
the real pro -

People who haven't
had much theory abt child-
care sometimes get the
idea that it's all very
difficult.....

It isn't - it's simple.
Water is simpler
than basket weaving

Following the child &
listening & interacting
from where he is is
easier than teaching
him how to play London
Bridge - and better
for both of you.

Making a turkey from
the imprint of a child's
hand may cause an

adult to say admiringly
"Isn't that clever?"
How did she ever think
of that?

But to a child
the tracing around his
hand is enough - it
feels funny & good -
it's HIS hand -
And he can look at
it & talk about hands
and do what he wants -

What does a turkey
mean to him? What is
it a symbol of (beside
his greatest horrors of
being eaten or mutilated)
it's ridiculous at best,
destructive at worst.

Materials: How to tell a good nursery school
Sample forms and brochures

I. Greetings, congratulations.

The comment we hear most frequently from nursery school parents is: "If only I'd known this earlier!" Your group is the first in this community who has gotten the information we at this school consider the most important at the time you needed it. You are in on and at home with the information most of us have had to wait for hindsight to get.

II. About our school (Criteria for judging good school)

1. The principles that guide us are based on respect for the child as an individual

Respect for the parent-child relationship. We have knowledge of the tremendous importance of this family relationship and feel that the family ties are much more important than the child's need at this age for group experience. The good nursery school supplements and extends the home. The good nursery school encourages and insists on parent participation of some kind.

The good nursery school is most careful of the separation of parent and child, timing it so that the child is secure in his relationship with his teacher and understands why he is at school (not because his mommy doesn't want him) and knows how he's getting home, where his mommie is, that she knows where he is, and when they will meet again.

2. Atmosphere

Warm, friendly, child centered rather than arranged for adult's convenience and eye appeal alone (example--"cute" pictures at adult level) toys out of children's reach.

The play area should be orderly without being sterile.

The atmosphere should invite the child to be himself, rather than make him feel he'd better sit quietly and do nothing and be "a good boy"

The atmosphere should invite him to achieve and gain recognition as himself. It encourages growth rather than restriction.

This atmosphere can only be maintained by having enough adults ~~(XXXXXXXXXX)~~ and these should have good training plus a good feeling for the children and their parents.

3. Child centered curriculum

Mess, noise, opportunity for expression -- neg. as well as positive; for release within framework of order adults set, so that child can predict and anticipate and feel protected in his freedom.

Child can feel secure with adults that he'll be protected from being hurt or from hurting without suffering damage to his feelings through punishments or scoldings.

4. Equipment

What is play? Child's work. Equipment? His tools. Time of early childhood can be used toward growth, or toward waste and even destructiveness! Compare to diet -- ch. survives on poor diet but grows on good one.

Good school equipment stretches body and mind; encourages reaching out to other children...sharing, cooperating; offers endless possibilities for creativity by versatility of materials; challenges without frustrating--well made, sturdy & purposeful when ch. provides purpose

5. Release: Good sch provides opportunities for mess under supervision not possible at home

5. Release

Good school provides some activities and equipment that are impractical at home -- either too messy, too dangerous, require too much supervision or need more children to make them fun. fingerpaint, easel paint (short span of interest but tremendous importance) workbench, rocking boat, etc. expense a factor too.

(You can supply dough and water play at home)

Important to provide these things for child because they help him understand that his desires to be messy -- to make noise and pound--are o.k. and that he can release them. His mother's willingness to have him at school and allow these things makes him feel she understands his needs. This helps him.

Good school has equipment suitable for the growth needs of the child. We call it age-adequate.

6. Discipline

Loving, acceptant adults take responsibility for setting the stage and seeing that ch. don't get hurt. They are patient--unafraid of the children's feelings or their own, and thus, not very angry. The children learn from how other children are treated as well as how they themselves are treated. Children at different ages are handled differently, with adults increasinsly encouraging them to work things out with each other through talking as they grow older, but the respect for feelings continues, and the protection from harm does too, even though the teacher continues to show the child how to protect himself.

We don't dodge issues. If we distract, we first see that the child understands the situation.

WHAT DO NURSERY SCHOOLS TEACH?

In spite of the excellent educational record of good nursery schools, there are still people who think that "the children only play and don't really LEARN anything". We list here a few of the informational items and attitudes taught in nursery schools.

A. Quantitative Concepts:

1. The teacher carefully guides the children into systematic number thinking; Through counting blocks or each other, through taking turns, etc., they gain understanding of cardinal and ordinal meanings as well as the serial order of numbers.
2. Children learn to understand more, less, bigger, smaller, taller, shorter, heavier, lighter, etc., through practical situations. They measure one thing against another, e.g. "Two of these blocks make one of those".
3. They learn before, after, soon, now, morning, afternoon. They learn today, tomorrow, yesterday. The names of the months become familiar and they come to think of the year as a succession of four seasons and a recurrence of familiar holidays.

B. Language Training:

1. Children are encouraged to talk with the teacher and with each other, thus learning new words and skill in communication. Vocabulary is also built through carefully planned new experiences associated with the appropriate words, group discussions, language games, and the telling and reading of many stories and poems.
2. An interest in and desire for reading is cultivated; Attractive and suitable books are made available for the children's enjoyment. They are taught the proper care of books.
3. Foreign-speaking children acquire a basic knowledge of English in pleasant, informal situations. They lose their fear of it.

C. Scientific Information and Habits:

1. Children learn much about the physical properties of things about them and of their own bodies, and "how things work". They learn what makes a structure stable, how to steer wheeled vehicles, how a lever (see-saw) operates, how to use a pulley, magnet, or magnifying glass.
2. They learn about the needs, habits and life cycle of various plants and pets and about wind, weather, heat and other natural forces.
3. Above all they learn reasonableness, accurate observation, the exercise of judgement, to seek answers, and to carry through simple experiments.

D. Other Learnings:

1. Music: Children learn to enjoy listening to music, singing songs, playing simple instruments, creating music through rhythmic responses.
2. Art: They learn to handle various art materials creatively and expressively.
3. Sensory Training: Through guided observation they learn to notice differences and similarities in color, shape, pitch, etc. Visual acuity and eye-hand coordinations are taught through puzzles and games, through study of pictures, etc. Auditory training comes through music, language and other activities.
4. Memory is cultivated through discussions of past events and through learning games, poems, songs, etc.
5. Social Attitudes: They learn favorable attitudes toward one another, toward teachers, and toward learning; ability to function in a group, to listen to others, to await one's turn, to cooperate, to assume responsibility, to concentrate on a task, and to follow direction.

ALL THESE LEARNINGS SPELL OUT READINESS FOR THE MORE FORMAL INSTRUCTION OF THE ELEMENTARY YEARS.

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Phrase it positively - give him a
place to go -

~~Don't~~ Don't be afraid of yourself -

Greatest play material is you -
Song -

Motion games -

Understanding & empathy you
demonstrate by your careful
selection of toys & play you present -
When you hit the spot, you're saying:
"I understand" -

That's why observation is important -
Watch for where the child has a
potential for doing & enjoying &
then offer materials & ~~game~~ play
that reach him there. The two of
you together then can gradually
complicate it -

i.e. - jumps to hops to
skips -

All Success
Songs - People on the bus Dough -
Water - bubbles Miniature life toys
ball - Peek-a-bow - Puzzles, pegs

Play isn't work - it bubbles forth
from an inside spring of
Communicating isn't "teaching"
I Bldg bridges -

1. Allow ch. to build his share
Give time
Clear directions -
Few at a time
2. Follow the child as you lead -
Go with the grain.
3. Offer a simple variety
4. Sure fire techniques
 - a) child's level -
 - b) water - music - power
 - c) check every situation to see
what child could do -
 - d) simplify simplify simplify

boxes

Styrofoam

Dough

Pots + pans -

Books

Water - bubbles

sand

Corn meal

Feelies -

Anger expression puppets -

Music -

e) ~~Don't make crafts~~ Crafts aren't synonymous w/ play

Some theories:

- Parents*
the Prophets
all children are our children
and none are
they are the children of life's calling for itself
1. Degree of ability to see infant and child as separate individual is crucial in being helpful.
 2. Self-esteem crucial in being able to tolerate this detachment.
 3. Practice and respect = skill - and society can supply some of this.
use resources
↓
 4. Outside support reduces some pressures and gets me off kids backs.

That which can be expressed symbolically - verbally is o.k.

Interfere and limit that which genuinely engenders you, the child, the property. *use your observation to tell what to build on -*
clean yes + clean no - consistency

Psych principle of play therapy

Don't lie - Do give clear feed-back - it's a way of setting an example for transparency of relationship -
"Don't hurt me and don't bleed on the floor".
Develop sense of values and priorities based on knowledge of briefness

and importance of these early years for you and your children.

Based on your individual styles of being-in-the-world.

You can find solutions that don't necessitate your continual self-sacrifice, so that the joy and freshness can be kept in your relationship. Some of these are:

Older children - slave labor

Good play equipment -

reality - work tasks for satisfaction -

A guilt free attitude on your part so that when you're giving, you're giving freely, and when you're resting, that's yours freely, too - a clear sense of your own self helps them develop a clear sense of theirs - but you plan responsibility for this.

A willingness to live in the moment. Don't hold back for fear of spoiling. Express all the approval and admiration that comes through your mind. This helps balance the anger and disapproval that's also bound to come out.

clean yes

clean no

Little children like simple things:

Hi control

Hi maturity

Pots and pans

Discuss arts + crafts -

Boxes and boards

Dress ups and water

clean stories about themselves -

A lot of distress can be avoided by giving them their head and a place to go to it. Show them how; simplify; make words count - tell him what to do, not what not to

Accept and foster their need to grow away from you, and return to you.

Don't make them ashamed of either.

Greatest enemies:

Perfectionism

Competitiveness

Great destroyers of love.

Give up 19th Century solutions and standards - Trust and develop new creative ways - your own individualized.

Other bugaboos:

Using your child to advance your narcissistic needs.

Symbiotic relationship where his behavior tells the world that you have nice manners, are a good person.

The Charley MacCarthy game

Self-defeating - the Mothers who play it hardest have the worst.

Many solutions - but any solution should have following elements:

1. You feel lucky - not put upon
2. Your child moves in an atmosphere that welcomes him.
3. People (including you) come before things.
(Maggie and the glass of water)
4. Individuals are separate from each other and not mind readers
communication is essential. Clearly and honestly communicate
with your children; allow them complete freedom to communicate
with you.

Put joy first - that's different from chewing gum, or popsicles just before lunch - that's like equating drugs with joy. I mean, put life first -

Be self actualizing and help your kids become self-actualizing by enjoying and fostering their interests and your own and your husbands.

Don't be a doormat, it's hard on your kids.

Do respect your way - and plan the time for it instead of sneaking the time.

Prepare the children ahead.

They learn about adults from you - whether it's good to be one, or whether it's a drag.

Do it your own way - There's always a way to paint - devote yourself completely to the kids - hold down a job - go to Europe - if you can love, trust, and respect yourself and plan for it.

Don't abdicate your life.

Try stuff, and then, free from parent voices, check out how you

liked it and how it worked. "That's not nice." or "Everybody will think you're terrible if you don't" (add - magazine - housework)

Question Who is God - are you? to decide and set up standards for how the human animals which are you and your relatives should think and feel and react any more than you should decide how many times per minute their hearts should beat or which direction their blood should circulate?

Everybody is pretty much alike; everybody's somewhat different.

Only some mothers accept both the similarities (soiling, crying, spitting up) and appreciate the differences (late weaning, early walking) while others seem to feel determined to pattern both their own feelings and their children's into an acceptable mold. The trouble is nobody has decided yet on what the perfect pattern is.

Bob - b.m. "What color are we working for?"

But there is school of thought which holds that where people have maximum opportunities to be themselves and move at their rhythm. They have more of their own resources throughout their life to take into the world.

Their energy isn't largely used up fighting internal wars with themselves.

This doesn't mean no limits, either for you or your child! It means freedom for each of you not to hide behind a mask of "ought to be."

People fear that their anger might blow up everybody if they didn't keep it tucked under - surprisingly they find that dealing with a thing at a time reduces rather than encourages rage.

Each thing fresh.

Each thing for what it is rather than a symbol of something else - or a dangerous outcropping to be nipped in the bud.

Moralizing.

Par.

Have right to say "that hurts my ears, so take it outside" rather than

The young child and the adults in his life; ~~How~~ they can help:

Adults should learn to see and appreciate as positives the assertive, pushing exploitive aspects of children. They should not see these traits as negative. This view of behavior (the negative concept) may cause the adult to miss vulnerable spots in the child's development.

The child needs adults who will let him rock the boat without overturning it.

I.e. 1. With the child who asserts his strength, the adult must be ingenious in his commands and avoid cutting the ground out. Graound-cutting (as apposed to face-saving) forces regression.

2. The child's egocentricity serves to stabilize his several worlds. ~~Thaxadsky~~ Listening and watching ~~ix~~ skills are his tools for learning. They are more important for helping children grow than are contrived lessons.

3. Autonomy is welcomed by the teacher who respects the child's choices. The wise teacher helps child make contacts that nourish discovery and encourage choosing. Such a teacher makes possible opportunities for the child to fend off excessive demands and opportunities for him to ask for help without losing face.

Adults who want to capitalize on the child's assertiveness won't force feed.

Children have much strength and resiliency/ Augmented with ^a caring mother and teacher, his push to grow is not easily disrupted. The child moves spontaneously toward difficulty when he is at peace with himself.

Some choices are regressive. Adults need to be tolerant of steps backward. Young children are adaptive and experimenting in their learning. They move puposefully and show a long interest when the chosen activity is the child's choice.

The child needs from the adult face-saving help so that he can move toward thoughtful working out of next steps. ~~If~~, instead, he's punished or humiliated, he panics and regression takes over.

Sensory input is essential for concept development. Direct adult teaching "takes" only after the child has had the opportunity to explore sensorily. (Choose collage materials for variety of softness and hardness)

A good diagnostic teacher will settle for nothing less than comprehension demonstrated by behavior.

CHILDREN ARE WEAKENED WHEN: 1. ~~enticed~~ enticed backward by adults who need them; ~~INXPRAIAXAXAXAXIX~~ such children may then choose adult instead of other children, and thus be deprived of developmental opportunities.

2. When supervision is used to serve adult ends (clean-up) rather than child's age appropriate growth activities.

3. When parents and teachers compete

4. When Teachers blame themselves for child's inadequacies.

2.

when working with handicapped children,

It is the teacher's task to find what residual strengths are left. ~~(with handicapped children)~~ Otherwise, in concentrating on the child's weakness she may miss the opportunity to capitalize on a strength. Reach for other people; the young child's responsiveness and sensitivity is a more accurate register of feelings. Children are capable of becoming socially multi-lingual through early experiences.

An example of a child tussling with family values: strength of Wholeness. Children who are handicapped are amazing in the ways they can pull out capacities they can use.

Sense of self-worth results in their putting to work that which they can use. We, as adults, should reinforce that which will strengthen and compensate, but we must see the child as a whole person.

Young children move toward life.

A Handbook of Quicksies

My Philosophy re Discipline

Take him where he is - Respect
Same for myself: ^{Resonance} Authoritative; ^{Reinforcement} not authoritarian
Go with the grain

Pick up child's behavior -
Establish resonance -
Indicate recognition - then
move him toward the
light =

Head off at the Pass - "Here's a place
for you"
Prevent behavior that
would demand eventual
prohibition or punishment -
Anticipatory guidance
Error free interactions

Look thru to the Center & deal
to the child as an entity rather
than as he is exhibiting / presenting
symptom -

Treat him as he is, not
as he is behaving at this
moment -

Stand with + beside - NOT Between -

Pick up motion & Mood
with chants, accompaniments
and appropriate activities -
^{MUSIC THERAPY}
Meaningful, Simplified en-
vironment -
Challenge ~~choice~~ ^{fall back} - strengthen
Orderly, structured arrange-
ment allows spontaneous,
Creative learning & move-
ment -

Don't moralize or label
This blinds you, and
renders you ineffective.
The child counts you out,
And you stop observing.

Give a place to go to -
Questions can be intrusive

Don't force him to go thru
you or around you to his
goal.

Put children in touch with each other
No "Victim - aggressor"

No "Top Dog - Under Dog"
Reinforce reality, coping, self actualizing behavior
Clean yes + Clean No
Message of environment

Laugh -
Stay low

Let him know you see +
hear him -

Support the eldest -

Use introductions

Build a daily umbilicus -
pipeline (recog.) Name -
narcissistic Need

Help him c transitions, using
fantasy to plan: "What are
you going to do?"

Dramatize + introduce materials

Provide alternatives

Touch + encourage touch

Reinforce positive.

use non-verbal + bodily cues

Techniques for
fostering m. h. attitude
in all children -

Children learn what
they live -

Avoiding prejudice
what makes prejudice
fear of own
rejection

Help child be acceptant
of own self & then
come on with help
with the grain -

It's where the adult puts her
just as label of m. h.
interferes, so does
label of "victim"
or "aggressor"

Trick is to see the
child with the be-
havior as temporary

Limit setting
Providing opportunities
for feed-back.

How you use your
knowledge abt ch.
& ch. devel & indiv.
history and still re-
main effective

Selection of appro-
priate materials
Unsurprised inter-
vention -
i.e. what is
enhanced or what
is stopped happens
regardless of child's
problem.

Program Meets each child's
need -

Social techniques thru play -

Concern for others & generosity
thru the avenue of self-esteem
and fullsome feeling of having
enough - Equipment & technique
to foster these attitudes

Adult needs to be aware of

- 1) own goals for child
- 2) Perception child has of this learning

~~Crying~~ Biting - spitting - Kicking - grabbing - ~~tantrum~~

Disciplinary Techniques

Adult well placed, eye level; un-
surprised - Comfortable abt touch
& prevention; quick at re-
direction; ease at understanding
& accepting & reflecting the urge
while preventing the action -

Non-moralizing

What does adult do w/ own feelings of
anger & disapproval? Express w/ words as
an example - "I don't like that" - "It's
OK but mad, but I won't let you there"

Assumptions (cont)

Children have good will.

Communicate what you expect & why

Be sure that success is possible for them

Do it with them ~~of~~ with joy

They don't need to be threatened

punished
shamed
belittled -

They do need to be

communicated with
supported
trusted

Don't stand between child & his
achievement (or failure) so
that reality is consistently distorted
by his having to go thru you

SOME GUIDES FOR HANDLING AGGRESSION

1. Hurdle-help---help child make transition from one activity to another. We sometimes get aggression because he's been too long at one thing. Say, "I have these puzzles at the table" or "Have you seen this book?" etc.
2. Touch control - sometimes a gentle pat, embrace, or simply laying on of hands will serve as a reminder of your relationship. If properly timed this may prevent unmanageable aggression.
3. Friendly interest - liberal use of names, seeing new clothes, noticing possessions, commenting upon achievements and saying, "You're doing very well in asking for a turn. That was great the way you worked it out with Johnny."
4. Omit all moralizing - Such as, "Now, was that a nice thing to do?" Avoid long explanations concerning cause and effect of behavior. Use short phrases such as "You make them mad" - "Tell them what you want." - "They'll hit you if you grab things" - "You can fight, but don't hurt each other" - "He can't understand you" - "Talk to him." Sermons and long periods of "talking it out" are seldom productive.
5. Help children to make entry to various areas by saying to the group "Do you need a father, a doctor, a grandfather" - "Johnny has some tickets for the train." (Give the child who has trouble getting into the group a prop to take with him.)
6. Signal Control - A verbal reminder, or a nod that the behavior is not acceptable may work. Timing is important here. This is a good technique if he's looking for the limit. It only works if he's fairly well put together and can muster some internal restraint, and you and he have a relationship that is important.
7. Planful ignoring - Here you let the behavior die under its own steam. This implies that a dangerous situation is not involved.
8. Hypodermic affection - a Friendly injection of affection may circumvent a disciplinary crisis - liberal use of both physical and verbal affection.
9. Timing and pace - not every infringement has to be dealt with. When the child is wearing his emotions on his sleeve he may be deaf to your pleas. Take it easy when he's off his bean - pick moments when his feelings are fairly well intact. You may have to leave him alone during a temper tantrum.
10. Hands off policy - at times you will be called upon to physically restrain children. Try not to immobilize them by too much restraint. If you're too vigorous in your restraint you'll get the "wilting legs" and falling on the floor response from them. If you restrain them too heartily, it relieves them of all responsibility and you suddenly have a two year old on your hands, and not a four or five year old.

Your restraint should be a loose encompassing, not scooping up, not grabby, not clenching and at the same time enough force to guarantee that Johnny doesn't escape until you are fairly sure he's not going to hurt anyone.

But check yourself to see if laying on of hands is really necessary.

11. Face saving - Don't put either yourself or the child in an impossible situation. Leave him and yourself a gracious way out, e.g. threats which you can't carry out or extracting promises which he isn't likely to remember. Expecting him to do things he's not likely to do except by your taking him by the scuff of the neck.
12. The idiot "NO" - Say to yourself "Is this 'No' necessary or is it an 'idiot NO', a reflex action or the consequence of a foul mood. The child's diet of "no's" must not be too rich or "no" will become commonplace and ineffective, so restrict "no's" to the essentials.
13. Unload your "no" - See that children hear as little malice as possible in your verbal restraint. Don't be confused on this. We expect, and even hope, that you will express anger when it's called for and when you feel angry, but if your restraints are always angry ones, you become ineffective. Remember, a simple no is more effective than a blast over the long haul.
14. The amount of aggression we encounter will be directly related to how successfully we set up equipment and how well we arrange to program. So place the boards and boxes in as interesting and exciting ways as you can. Introduce stories as often as there is interest. You cannot devote yourself to one or two children, but if half a dozen want a story, that's fine. Set up sand area attractively, boards for roads, cars, water on warm day, mud, a table or wet sand and water painting.

our Choices

1. Drop out
2. Flee
3. Fight
4. Face + change the world 1 clod at a time -

People have needs -

Children's needs are more urgent, but basically the same

Hospitalized, m.r. + handicapped children's needs are, again, for the same things - only it's even more crucial whether or not they're met - and they are more vulnerable & less able to serve themselves -

Needs are

To be heard

To have power to effect change

To be able to cope with some aspects of own life - & influence some outcome, if only symbolically or through language + protest.

The discipline of play:

Frustration of things -
Songs begin + end -

Experiments with skill - eye hand,
ear voice, battles with
physical world.

Point for adult - don't stand
between child and consequences
of physical reality except when
necessary

Use self as part of furnishings
of the world in same way
as the discipline - include
the reality of your value sys-
tem. Make it clear that
it's yours - "I won't let you hurt
him. I don't like ~~you~~ for children
to be hurt at school. I like
them to have fun"

and include some of your
knowledge for him to test out -
"Maybe you're afraid you
can't do this puzzle, but I will
help you. I think you'll feel good
about yourself if you finish it."

What kind of world?

The world is his people —

Are they for him? Are they glad
he's hurt — frustrated — pinched?
Are they joining the hostile forces?
Or are they with him — neither
over-protecting him, nor siding
always with the enemy.

Let the world teach, and
you kiss some of the bumps — but
philosophically

Be aware of age - appropriate
behavior - Know that the
negativism of 18 months is
as great a sign of health as
the cooperation and eagerness
to please is at 5 yrs -

Solving problems in the Nursery School

Goals:

1. To provide children with experiences which are fun and stimulate learning.

examples: excursions which provide bases for dramatic play, new songs, new questions which lead to more learning. Excursions provide group with a common experience which helps children relate to each other.

problem: Little children have a hard time understanding rules as well as cooperating with them. It takes lots of thought to find ways of helping them grow into the ability to enjoy an excursion without behaving in ways that jeopardize their safety. The teacher must find the vocabulary to present to three year olds some new concepts.

example: In my groups, my first rule is: "Don't get in front of the front teacher", or, phrased positively, "Stay in back of the front teacher." Neither of these phrases has meaning to the children at the beginning of the year. Both are enforced physically with the repetition of "You're in front of me. Our rule is all children behind the front teacher."

Solution: Next year I'm going to try playing out the words behind and in front of with dolls or animals for the children to attempt to increase their understanding of these words that are beyond their age as concepts but which are essential for their safety.

2. To help children verbalize feelings they have been acting out

example: Silently grabbing, biting, pushing, behaving destructively when child really wants admittance into established play.

solution: Eternal vigilance coupled with enough empathy with child that adult can anticipate trouble brewing and be there in time to help supply child with words that may honestly express his feelings and gain him success through verbal communication. She can strengthen the child's effectiveness if necessary by saying, "Johnny's asking you something, Roy." She can give him hints for increased effectiveness by saying, "He'll listen if you say his name; his name is Roy."

With older children who can talk, the teacher needs to remind children to "Use your words." With little non-talkers, the teacher physically intervenes or supports, and very simply states the words she hopes the child will begin to use. "Tell him 'No, that's mine.'" "Can you say, 'I want it?'"

3. Children must be seen and appreciated for what they are.
They must be trusted to grow
They must not be trusted to control their own behavior without friendly help from loving and firm adults. Trusting them to conform and comply to adult cultural standards that they have not yet incorporated leads to adult disappointment, punishment and misconception.

EXAMPLE: A three year old can not be trusted not to bite. When the teacher sees him in a fear-producing or anger-producing situation, she should anticipate without rancor that he may try to bite. When he will, therefore, get there in time to intervene and prevent this, and say: "No biting. Tell him with your words." She will gently use physical separation to see that the biting does not occur. She will also say to the child who would have been bitten (or who was bitten, if she wasn't fast enough) "He didn't want you to take his wagon and he forgot to use his words and tell you. Next time you can help by telling him what you want or asking for a turn instead of grabbing." The teacher's distrust of the child's ability to control his biting made her get there on time to prevent an unpleasant and poor learning incident for both children. She provided acceptance for the child's feeling and a more successful and constructive expression for it. She does trust the child's ability to use this along with other experiences like this he will have in school. She also trusts his desire to use it, but not to the extent of expecting that a similar incident will not happen tomorrow.

4. The little child needs protective supervision
He needs satisfaction of his needs
He needs acceptance of his anger, fears, sadnesses, temper, selfishness, jealousy, etc. so that he can like himself and like others who exhibit these same negative emotions
The child needs listening to and interest from the adults
The child needs opportunities to build, construct, create, choose, refuse, yell, run, pour, dig, climb, pull, haul, act out or rest and dream.
The child needs the truth as clearly presented as possible on information about snails, and reasons for limits set on his behavior:

This

"I don't like that"
"I won't let you hurt other people"
"He doesn't like that."

"It makes her mad when you take her things, doesn't it. How could you tell her what you want?"

"You keep throwing the sand and that bothers them. I'll help you find something else to do. You can come back here when you can stop yourself from throwing."

Not this

"That's not nice"
"We don't hit at school"
"You wouldn't want to hurt Johnny, now would you."
Go tell him you're sorry"

"Shame on you. Just for that I'm not going to give you any."

"Get out of the sand box and don't come back til you can be good"

The teacher, while aware of negative feelings and acceptant and helpful through these crises, is also aware of positive ones, either actual

or incipient.

EXAMPLE: That board looks heavy. You could ask Johnny to help you carry it." "George is showing you is cowboy hat."
"He's sad, because he wants his Mommie. Do you feel like that sometimes, too?"
"Mary's smiling because she's glad to see you. She's been saving a place for you."
"Tommy likes to do it this way, and you do yours a different way, don't you. everybody's different."

The values the Parent Education Nursery School strives to perpetuate:

- Acceptance and understanding of self
- Acceptance and understanding of others
- Acceptance and appreciation of differences
- Ability to express oneself adequately for one's own satisfaction without setting others against one
- New skills, new ways of using one's mind and body to communicate and achieve
- New knowledge that increases one's enjoyment of life and extends horizons
- New appreciation of one's self through good experiences with other people.

As teacher of both adults and pre-schoolers, I must know and have respect for my own purposes in working with the parents and their children. I must accept the fact that sometimes they will be bored, sometimes they will learn something opposite from what I intended to teach, sometimes this will be because I was wrong. But I must believe in what I'm teaching and myself enough to have faith that over the long haul, my beliefs will come through and build toward democracy on the framework that has meaning to my students, large and small.

As teacher for parents, I must be always alert as to whether they are getting adequate opportunities to observe and to relate their observations to their and my evaluations. I must see that the philosophy of the school is offered to them in ways that allow them to practise and feel comfortable with it and adapt it to their own individual usage. I must see that they don't become overwhelmed with a feeling of being wrong and having their mode of operating so threatened that they have to leave or be rendered helpless. I must see that they get chances to re-evaluate in a way that strengthens rather than weakens their self-image. Even if they see that they or their child needs additional help (psychiatric) the school should have made them feel good about seeking it rather than viewing it as a kind of failure.

I must be ready to introduce new and stimulating facts and resources and ready to accept their lead in dealing with what is important here and now. I must provide a balance so that while everyone is sometimes either bored or left behind, there is enough adequate satisfaction for each individual during the course of her stay in the school that she feels the experience is meaningful and rewarding and is desirous of contributing as well as learning from others. And I must be able to live with the fact that I'll fall far short of all these noble goals over and over.

In the family and in the school, it relaxes one a little to know that a little love, a little understanding, a little acceptance is so much

superior to none at all. There's a whole world of difference. If our salvation depends on teachers and parents providing everything the child needs all the time, we're all doomed. Meeting the child's needs and demands with respect, love and intelligent guidance doesn't mean that it's life or death for the well-being and mental health of that child that each of the millions of incidents in the day are dealt with appropriately or correctly. The cumulative effect of the adults' good-will toward the child expressed in, say, one out of ten incidents (better make it 5) seem quite adequate to give the child a good feeling toward himself and the world.

As the teacher of adults, I must remember that an easy-going one-out-of-five mother is going to pass on more loving values to her child than a tense 100%-er who is so grimly determined that each incident be handled perfectly that the joy goes out.

Because the first principle of working with people is that it be enjoyable. Children must feel that adults like them and are glad they're there--at least part of the time. When perfection becomes the goal, good relationships fly out the window. The teacher or parent becomes too centered on her own performance and loses her ability to see and hear the children accurately.

Readings that I found provocative and helpful:

Moustakas: The Teacher and the Child

Teacher who has experienced some psychic pain may be more capable of empathy

Teacher should see how experiences are perceived by the child.

Evaluation and diagnosis of child's behavior interferes with relationship

Material selected from child's past records may prejudice and set up false expectations in teacher. Knowing content of child's experience doesn't explain dynamics of child's motivation.

Teacher must come to know personal world of child.

When child free to be himself, he acts consistent with own values.

Resistance is way for child to maintain self-consistency. Healthy response. When individual submits without wanting to, he is weakened.

Conformity blocks creativity; freedom and spontaneity foster growth.

Two basic strivings motivate individual: need to maintain self; need to enhance self

Self-accepting teacher functions on basis of own attitudes, values, ideas and beliefs. Therefore expresses self consistently in relationships with children

When teacher must reject child's behavior she rejects the child.

To keep this from being too damaging to the total relationship, there must be minimum rejections temporized with maximum acceptances.

We must not accept as intrinsic an antagonism between individuals interest and society's interest. This exists only in a sick society.

All children need love, safety, belongingness, acceptance and respect for growth. When these are provided, growth occurs naturally.

Adults may offer resources, make available opportunities, give information and help when meaningful. But in personal relationships to force standards, social values and concepts on children is to stifle his potential creativity and difference.

"Play is what a child does because he can't resist it."

Through play the child gains physical strength and skill and develops alertness. He learns a lot about living, too. He expresses emotions in ways that aid his adjustment. He sorts out his feelings - experiments with grownup activities that he sees in the world about him and so matures.

In some play, the child uses his senses, ~~as for example,~~ ^{for example} ~~feel, touch,~~ ^{he} ~~mouth~~ing of baby.

Other play gives the pleasure of motor uses - running, climbing, jumping, throwing.

By three years, children spend a good part of their time copying adult activities. This is how they make progress toward manhood or womanhood.

Another of the great values of play is that it teaches the joy of companionship and cooperation.

Aristotle

"In play, emotions become purged of a great deal of the distasteful and dangerous properties which adhere to them."

Play is something a child does because he can't resist it.

Adventures

Stimulation

Certainty

Challenge

Use of Self

Achievement

Special need for play

Fascinating, absorbing play minimizes disability

Sense of freedom

Release of aggressive feelings

Three questions:

1. What activities are there where this child is not a handicap?
i.e. paralyzed leg - table games, archery, shooting baskets, swimming.
2. Activities which he can enjoy if some adaptation is made -
Wheelchair basketball
3. What activities interest child so much he will go all out to
develop skill.

Summary

Finding someone on whom to place blame is a waste of time -

Observe and meet needs with a sense of marvel at the resiliency and wonderfulness of people to learn and grow. Make sure that you are helping them in the direction that you really want for them - away from slavery even though that's noisier -

Create an environment that welcomes

Makes success possible
and invites challenge
Improves self-image
along with skills -

You can't help child by
pulling him in half—
Must be a flaw between
home + school & school
an extension of home &
vice versa.