

From Carol

1st lecture:

Facts essential to good child care, in or out of nursery school.

Safety first. Adults responsible; preventative safety:

Safety rules:

1. Proximity -- within reach.
2. Attentiveness -- aware of impending trouble or danger.
3. Freedom to act (not immobilized by fear of "doing the wrong thing."
More concerned with child than with self.
4. Don't rely on words alone. Feel comfortable about touching child, either to remind him of your presence or to restrain him without anger from hurting another child.
5. Remind and restrain if necessary when child is throwing sand, about to throw a hard object, about to hit with a hard object, about to bite. Get to the child's level. Restrain him only as much as is necessary (your mere presence is usually sufficient) and say, "What's the trouble?" or "Tell him with your words." or "I can't let you really hurt him, but you can tell him how you feel.

Remember, just because biting, scratching, hitting with hard objects is "against the rule" doesn't mean that you can count on four year olds to restrain themselves to meet the rule. Their ego is not sufficiently developed yet to stop them in time when their emotions are aroused. There's a big gap between "Knowing the rules" and acting on them, as even adults can testify. It is our job to keep the children from being hurt, while accepting the feeling behind the desire to hurt. We serve as traffic signals or brakes until their own inner signals are developed. That is why it is important that we be friendly as we perform these services, rather than apologetic or angry or cruel or punitive or wishy-washy and unsure. Because they will pattern their own later braking system on their experiences with us, and the other adults in their lives. If we are friendly, firm, reasonable and understanding, we will make it easier for them to incorporate self-discipline that allows for creativity and individuality. If we are too harsh and unreasonable, they will have only the choice of giving up themselves and becoming milquetoasts, or of rebelling; If we let them do things that even a four year old can see is hurtful or dangerous or heedless, we confuse them and either give them an exaggerated feeling (unrealistic) of omnipotence (as if they were to say to themselves, "Any body who could stop me, would stop me. And since she doesn't stop me, it must be because I am so dangerous and so powerful they can't stop me.") This isn't always a comfortable feeling for a child. He has all kinds of ideas of terrible things he'd like to do to people who are very dear to him, despite his occasional anger-- like his mother. When the adults reinforce his natural childish feelings of omnipotence left over from his infancy, he can be frightened by the belief that his anger (even in fantasy) could kill. He is reassured by the knowledge that the supervising adults like him, accept his anger and his right to it, but feel perfectly capable and comfortable about stopping him until he develops the inner controls to stop himself. The adults do this without preaching or apologising. They just repeat the limits -- "That's too hard -- it would hurt too much. Tell him what you want."

Adults do not say, "Well, hit him back" or "Bite him back." They do not give moralistic but meaningless (to the child) reasons like, "That's not very nice." They don't demand that one child apologize to another. This is the area that is not the adult's business -- the area of feelings, except as she uses her role to help the child

as she uses her role to help the child better understand his own and hence other children's feelings. The teacher limits the children's behavior, but not their language and not their expressions of feelings. If a child is calling a teacher names, or telling her to shut up, and the teacher doesn't like that, she can say, "I don't like that. I wish you wouldn't do it." She can, in other words, tell the children how she feels. However, in handling a situation of name calling between children, she should act as an interpreter of reality, and help the children see the effects of their actions, rather than pass on judgements herself. Example:

Teachers are responsible for atmosphere of play room and yard. Set-up; pick-up; presentation of materials; teacher's posture; teacher's attitude. Pick up time for children -- arm-bands?-- reminders to put away before moving on to next thing -- props like bells, chimes, piano chords.

Not too many people in an area at once.

No standing on table or cupboard tops in room
No running and screaming indoors. How to stop.

Teacher's not to lift children up onto high equipment, nor lift or catch coming off. Talk children up and down. No premium on who can do what, although enthusiasm and appreciation always in order. No competitiveness encouraged or exploited by adults at school. These things limit creativity, make child overly concerned with winning teachers' praise at the expense of his own development.

CITY COLLEGE OF SAN FRANCISCO

Teacher Assisting 54A-70
Mrs. Hardgrove

Child Growth and Development
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Understanding of Self and Others in Early Childhood:

Democratic Values and Goals for the Young Child--

I. Understanding of self - why is it important?

- A: For self-actualization - zest, happiness, fulfillment for the individual.
- B: Creativity is broadened to the degree an individual has access to his inner self and his unique way of ~~being in~~ the world.
- C: For society because we have machines to do the work of the past. Our need for the future is whole individuals who can bring freshness, creativity and zest to the society of tomorrow.

Self-understanding and self-acceptance leads to self-actualization, responsibility and creativity; all traits sorely needed if we are to remain a democracy and a free country.

II. What enhances self-understanding?

A. Basic Trust

Having a close tie with a meaningful adult who responds to infant's early communications and satisfies his needs. This teaches infant foundation knowledge.

- 1) he is o.k.
- 2) others are O.K.
- 3) life is o.k.
- 4) world is o.k.

It encourages him to continue communication on increasingly advanced levels because his earliest attempts are reinforced.

As he matures and discovers that part of his pleasurable existence is due to his mother person he begins to learn to love someone besides himself. Since his mother, in satisfying earlier needs, has brought him pleasure, he associates that with himself.

Responding to his needs and making him comfortable by satisfying his needs caused by hunger, pain, loneliness or fatigue leads to his developing beginning self-esteem - love of another - realization that he is a separate human being, but has some power to influence his life condition through his behavior. The more successful he has been at getting his needs satisfied, the better is his foundation for growth and self-understanding.

III. As he gets on his feet - Autonomy

- A. Different task for adults - harder. He's into things, he says "No".

Adult's job is to set some limits so child won't get hurt and will gain understanding of the world his own legs are now carrying him into.

Child's job is to find out as much as he can by using his own legs, hands, eyes, ears, etc. and to learn his lessons while still liking himself and feeling good about himself as an adventurer.

Adult can help by remaining a friendly and yet observant, vigilant, guide, standing with child rather than against him.

Adult helps child develop understanding by understanding the child.

e.g. Toilet training

Adult vigilance for child's body language. Adult shows child where; watches so as to insure as much success for the child as possible; makes clear the expectation that child will be able to use potty - and makes it worth the child's while.

Adult must understand that child is giving up something. In order to do this, he must love the adult enough to want to give this present (his first creative effort).

Adult must appreciate this.

Adult must have attitude that indicates clearly to child that product is the child's and that neither the child nor the product are bad or dirty but the people deposit those products in this place.

This successfully communicated to the child allows him healthy self-regard and understanding for his body (which is himself) - continues the good feeling toward others; and helps him develop attitudes of holding on and letting go appropriately - leads to realistic patterns that allow him to fit into helpful schedules without being enslaved by them, and leads to healthy attitudes toward order, money, possessions and creativity.

IV. Attitudes toward understanding of others -

- A. Child first develops picture of himself from how he perceives himself as being valued by mothering person when he's helpless, second by how he achieves and is still valued even while he's doing research on his own after he's on his feet. Third danger of over-teaching "no's!" Child generalizes to whole picture of self as a voyager - he understands others as he has been understood.

If a child lives with etc.
He becomes, etc.

For instance if a child has been shamed or mocked for wetting or crying at separation or for being fearful, he won't develop self-understanding for these things, and consequently won't have any understanding to pass on to others. He'll jeer at them or act as "fuzz". Pass on own distress in guise of identifying with adult.

Illustration of the reservoir:

In early years, reservoir must be filled by others with those qualities that we want to be able to give when he is grown.

We must accept and help him accept even when we limit him.

Some ways of saying things that help him grow healthy.

"Pretty soon you'll be able to use the toilet, all by yourself".
"Don't worry, I'll help you until you're able to help yourself".

"I will keep you from hitting Billy. Pretty soon you'll be able to stop yourself."

Message: "Your life really belongs to you, but I (yr. t.,m.,friend) will help you "fit in" now in a realistic - age-adequate way - knowing that you will grow and take these things over yourself."

DON'TS

Don't exploit child, don't play on his fears, ignorance, helplessness. While these things may seem to work at the time, they don't help him grow into the self-understanding, reality-production-oriented person who can give, that we need in a democracy.

Early independence - early forcing may make a child appear self-sufficient, but he remains a child and is less likely ever to develop the ability to grow to a full loving productive person.

You don't make frogs earlier by cutting off tadpoles' tails.

To learn to share - he must have things to share and the feeling that they are his - and that it is his choice whether or not he shares. He must understand about sharing not by being forced or stolen from, but by feeling full enough to share. And that comes pretty late.

Empathy and concern are not developed by forcing manners - apologies on children, but by being kind and loving and helpful and supportive to him while providing him with:

experiences with his peers
experiences with the world

that allow him to test reality with you standing right behind him, lending your strength and support and good will.

Even when you keep him from hurting someone

Even when he's crying for his mother or trying to rampage

You stop him, but you do it in an encircling, firm but friendly way

Democratic Goals and Values

Let's look at obedience
conformity

These aren't helpful to the child, to the future or to democratic values. They root him to a past which is gone (and good riddance in many cases) and don't give him the self-understanding and practice in seeing how he copes with reality.

Conformity can be just a way of teaching a child not to be true to himself, not to trust himself and his perceptions -- and that's all he has. He has only his own eyes, ears, brain, etc. He can't use yours. All his life he must develop his own by trusting and using them.

So our job is to:

Respond lovingly

Stand with child rather than between child and reality.

Give him practice in a loving, sheltered, but not over-sheltered, environment, doing all the things he needs to do to grow into a fully functioning responsible adult member of a democratic society.

e.g. Child learning master stairs

Child in conflict with another child
Child with tantrum
Child who steals

Mud pies and messes lead to creative cookery and chemistry.

A feeling of being worth while and valued leads to a desire to share one's worth with others and contribute to the society.

The full reservoir spills over and continually renews itself.

The low reservoired person is afraid he doesn't have any to spare and is always on the lookout to get more for himself so he becomes a loser - while the other becomes a winner.

And democracy has to have winners.

Dial 931-WARM

Dear Warm-line,

My two and a half year old son has been biting other children. I don't know where he picked up this habit, but even when I show him the marks of his teeth on the other child and scold him, he still bits. He's getting the reputation of the neighborhood and nursery school bad boy, and other parents are mad at me. My mother-in-law says that the only thing to do is bite him back. What should I do?

Signed,
~~XXXXXX~~ Dracula's mother.

Dear D.M.

You have lots of company. Many pre-verbal children go through a time of biting. They bite for several reasons. One, they find the impulse to bite is a natural defense when cornered, not having yet mastered more refined ways of defening and protecting themselves and their wants. Two, the immediate effect of the bite may be so gratifying to the biter, both sensually and dramatically, that for a time, the biter may be inspired to go on a rampage of biting.

Put yourself into this situation: You are two feet tall in a giant world. You see an appealing truck being maneuvered on the floor across the room. Over you toddle and reach for the ~~X~~ truck. You are frustrated by another being, about your own size, who holds onto the truck. You have not yet developed any sense of fair play or priority rights ("he had it first"), ~~XXXX~~ or any concern for the other child's feelings. You also don't have much practice in speaking up for your wants using words. So, there's an inviting round arm and hand between you and your goal and like any small animal, you use your mouth and teeth. The results are startling. The truck is instantly ~~XXXXXX~~ yours; loud wail,s from the former trucker ring through the air. Adults, if present, come running. Silence descends on all the other children. You have the complete attention and are now the lead character in this drama, not yet even aware that you are its villian. You were merely engaged in seeking your own fortune, and you were successful beyond your wildest & dreams. Besides which, it felt good to express your frustration through your your mouthg.

So what's a mother to do that is both constructive and effective? Well, not bite back. This might indeed keep the child from biting aggin, but at a high oost in terms of the child's trust in mother and esteem for himself. He also becomes confused when being told not to do something that was just done to him, and by his own mother who knows everything and on whom

Biting 2-2-2

he depends. She not only hurt him physically, she hurt him by wanting to hurt him. He also depends on her behavior as a model for his behavior.

Let's take the case of Sam. Sam is too young to make the connective transfer that is implied by his mother's bite, namely that this is what a bite feels like to the person Sam bit. He's stuck back there with the incensed feeling of pain deliberately inflicted by the person he loves above all others. He may learn the lesson that you must never let the grown-ups see you bite, but he may continue to bite where they can't see him. In the olden days, this was often what the grown-ups said to children: "Don't you ever let me catch you biting anyone again" which is a different message from, "Biting hurts too much. I will stop you until you ~~XXXXXXXXXX~~ can stop yourself."

What WARM LINE recommends is prevention. The statement (and the action) goes like this:

Adult: "I won't let you bite. Biting hurts too much. You can tell her what you want. Use your words." Naturally, this statement means much more if it occurs from very close proxximity before the bite has occured. At this time, the potential biter ~~XXX~~ begins to get alternatives to biting, the potential bitee gets some help in protecting herself, and the adult can deliver her lines with affection and understanding and without anger. That's harder to do when one child is screaming and showing the fang marks on her little hand. Experienced ~~XXX~~ parents and nursery school teachers know that when children this age (pre-verbal) get into close and acrimonious contact, the chances of a bite are great. But fortunately, toddlers move more slowly and telegraph their punches so that the adult can usually get to the huddle in time to put an arm around both combatants and say "Whoops, what's happening here? Remember, NO BITING! Use your words. Sam, you can tell Mary you want her truck."

Sam: "Want truck!"

Adult: "Mary, do you want the truck?"

Mary, ~~XXXXXXXXXX~~ C,utching truck to bosom,: "My truck"

Adult: "Well, Mary, this is Sam. He really likes that truck, too. When you are through playing, will you call him? You can say, 'Here's the truck, Sam'. We'll go and find something for Sam

to do while he's waiting for you to call him."/ Sam, this girl's name is Mary. She is going to call you when you can have your turn."

Sam and Mary, eye to eye, now have the basis of a relationship beyond biting. Although neither are able to repeat all those words the ~~XXXX~~ adult says for them, they do comprehend the sense of them and see each other as compatriots rather than as objects. The teacher has promised to help Sam find another truck or something appealing, but what usually happens in this scenerio is that Mary is so intrigued with this drama that she can't wait to speak her lines. She hands the truck to Sam, saying "Here, Sam."

Sam, surprized and delighted to have equal billing as well as the truck, smiles and exudes good fellowship. Adult: "Oh, Mary, look how happy you made Sam feel. Sam, Mary is giving you a turn because you asked her. Shall we find something for Mary so that you and she can play together?" Sam nods, delighted with all this hoop-de-do, and happily they run their trucks off into the sunset together.

Sam and Mary have been given a satisfying beginning lesson in conflict resolution. Since their impulses are still too strong for them to control them without help, they have also had the protection from acting on those impulses by a friendly and firm adult.

Sam may not yet be through with biting, and the wise adult will now do some anticipatory guidance until he is safely beyond this stage. She may greet him the next day with something like "Here's the truck you liked so much yesterday. I saved it for you. Today, I want you to ~~XXXXXXXX~~ use your words when you want something. Remember, NO BITING." She doesn't need to worry about putting ideas into his head. They are already there. What she wants to put into his head now is a new set of coping devices to replace the more primitive one of biting.

In extreme cases, the adult may provide a bitable object.. a rubber doll, for instance, and present it to the child saying "I see you are feeling like biting, and I can't let anybody hurt people her. I won't let anybody hurt you and I won't let you hurt other children. Whan you feel like biting, you can bite this doll, but no biting people."

And then, of course, she watches like a hawk so that she can prevent further episodes, and so that when she sees Sam get into his biting posture and then remember to "use his words" or gnaw on his doll, she can be right there to compliment him for his restraint. "That was great, Sam. You told Jimmy what you wanted and now he's your friend." The adult also does what she can to help along the early success of the new verbal approach. She may say to Jimmy who is not about to relinquish the truck, "Sam really likes the way you play with your truck. What can he use so that he can play, too?"

For Sam at home who bites Georgie because of conflict over a new birthday ball, the anticipatory guidance comes before Georgie's arrival. Mother and Sam go over Sam's toy supply and choose which toys Sam can bear to have Georgie use, and which ones Sam wants put up out of Georgie's clutch. The latter get put away temporarily because mother says: "It's too hard for Georgie to see them and not want them, and he's our guest. We need to help him have a good time." Mother may also suggest to Georgie's mother that Georgie bring along some things he can stand to share with Sam.

None of these approaches are instant ~~XXXXXXXX~~ panaceas. We are dealing with very new people who have not yet developed the cognitive ability to express themselves adequately through words or the concern for others strong enough to help them curb their impulses.

By the combination of close observation, anticipatory guidance and help in achieving success through socially acceptable means, the adult does more than "nip the biting in the bud". The children absorb values and attitudes that we want ~~XXX XXXXXXXXXXXXXXXXXXXXXXX~~ to transmit to them. ~~XXXXX~~ They will not have to unlearn this lesson as they would the lesson conveyed by "Bite 'em back". We have given a model for the bitee as well as the biter, so that we don't create an aggressor image and a victim image. The ~~XXXXXXXXXXXX~~ bitee learns techniques for defending herself and gets permission for doing so, while the biter learns satisfactory ways of achieving his goal without incurring wrath.

With most children, the biting stage doesn't last long. Like all of children's behavior, this stage offers opportunities for helping them move ahead in their social and emotional relationships. Moving them forward in a positive way requires careful, close supervision and quick action. Showing teethmarks, shaming, threatening, and punishing may inhibit some negative behaviors but are less effective ~~XXXXXXXXXX~~

ways of teaching behaviors we do want to ~~XXXXXXXXXXXX~~ help the child develop.

In summary, we need to supervise children closely enough to prevent biting incidents; we need to keep children from falling into victim or aggressor self-concepts (Saying to the threatened child... "San ~~xxx~~ is feeling like biting today...if he comes at you, put ~~h~~our hands out like this and say "Don't you bite me' in a big loud voice." We need to do what we can to insure success from the more mature approaches children adopt and see that they do not achieve their goals by using behaviors that are unacceptable. We must remember that we teach values we wish to inculcate by the way we behave ourselves, and conduct ourselves accordingly.

By the way, when choosing a caretaker or a nursery school for your child, the question ~~xx~~ "How do you handle biting when it occurs" is an excellent screening device. If the answer is "We bite them back" or "We tell the other child to bite them back" or "We punish" or "We say, 'How would you like somebody to do that to you?'" then move on to a better caretaking situation.

Dr. Solnit: 4/11/66

other writings: "Impact on the Family on Birth of a Defective Child"

AGGRESSION AND LEARNING IN NURSERY SCHOOL

Interest in aggression began at S.F. Hospital when three babies died after their seige of infectious diarrehea had been checked physiologically. After they'd lost several babies, Dr.S. assigned a nurse to each baby to stimulate, love, and talk to. These babies recovered, and it was observed that as they recovered they became aggressive, showing great irritability. Aggression was then viewed as evidence of health. It accompanied the return of interest in sucking and food, showing itself in anger and irritability. The nurse served as target for child's irritability. Theory was that release depends on fight or flight ability, and child maturationally was incapable of flight. The mirasmic state was brought about by lack of ability to channel outwardly the anger and defensive behavior. The adaptive behavior without a target was forced inward and turned against the self.

Absence of aggressiveness accompanied by absence of love resulted in death.

In the nursery school, culturally deprived child shows hyperactivity as an adaptation in response to his disruptive, noxious, traumatic and deprived background. What he needs in response is counter-aggressive responses from his special teacher, via libidinal routes. After this relationship is established (after their big fight--confrontation), sustained learning is more possible. In the beginning of school,

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such a child is highly interested in active outdoor play. The turning point is reached after the show-down between T. and child. Child insists on having a direct aggressive ~~relationship~~ partner. Punitiveness on the T's part activates child's sadomasochistic pattern and blocks learning. He recreates his familiar home relationships to the disadvantage of making progress.

The child's seductive, darting behavior is well-adapted to the conditions of his home. It discharges tension. His seductive requests for repeats of his home reactions are adapted to make the nursery school familiar and manageable. He is requesting a relationship. But the fusion of aggressive and libidinal drives is out of balance in such a child. In a healthy mother-child relationship, love of the mother helps channel, balance and restrict aggressive drives. In a punitive relationship, the child still is trying, but he identifies with the aggressor (m.)

He shows this with his teacher by the darting away behavior, and with children by the darting toward and away. What he needs to correct this is a lot of 1-1 contact with the teacher, with the teacher getting tough. Physical closeness and physical limitations must precede the child's ability to develop any response to verbal limits.

The child is seeking aggressive exchange. In the family of such a child, sadomasochistic interactions are the going way for sustaining relationships. In the nursery school, such children attempt to recreate their provocative interaction. The teacher is soon engaged in a contract that allows counter-aggression behavior. In the nursery school she may respond visually, verbally and physically, but not violently or hurting. She must resist the child's invitation to anal regression which would clear the air, but strengthen the chain he has learned at home. She must instead serve as an auxiliary ego and meet the child's aggression by counter-aggression that is under the control of the

ego. The teacher permits the aggressive response but responds differently so that that child has a new identifacatory object -- a controlled but clear model under the domination of the ego.

The teacher as aggressor may express anger and aggresssion in more neutral form, allowing the child increased opportunities for observation, for greater learning for new models.

His problem before has been that his instinctual beasts haven't been domesticated. They have either been aroused and beaten or aroused and deserted. It is the hope of early childhood ed. to arouse their desire to learn despite their condition which tends to block education.

This takes lots of 1-1, during the period of establishing the counter-aggression.

①

Discipline vs punishment
def: Training that develops
self-control, character,
treatment that corrects or
punishes.

~~One~~ Punishment: one tool of
discipline - there are many
other tools.

Goal of discipline: develop-
ment of a conscience and
internal controls that can
form a constructive, com-
passionate, & comfortable
framework.
this takes time <sup>too early &
too rigid</sup> demands stifle.

~~Some~~ Discipline is related to
word disciple, which means

② follower.
Little children learn from
our modeling -
ex: if we try to teach
loving gentleness by
hitting children when they
hit, we make their job
of learning more difficult.

Believe it or not, children
want to please, want to
grow up, want to feel good
about themselves. They
count on their parents to
show them the way - patiently -
It takes a while. They want
to be loved, but as they grow
they know that they can be capable
of displeasing. They count on
parents to show them limits. &
help them become ^{competent} people ~~that~~
~~are competent~~. ~~Can deal with all~~
~~Very~~ little kids take a while to
grow into this. Lots of adults never
achieve this.

③ What works best ;

1. Parents who know q. & d. so that they don't damage

child's self-esteem by expecting too little or too much -

2. Clean, clear, friendly guidance.

3. ~~Know~~ a vision of what qualities we want our child to develop -
Blind obedience to all adult orders or a gradual sense of judgement that grows out of self-esteem or self respect -

~~XXXXXXXXXXXX~~
We are not only handling the ~~making~~ immediate situation - we are also ~~giving~~ setting patterns for how child will expect & respond in the future -
Reason vs power -

Limits : Children know they need guidance. They know we are bigger & smarter. It's confusing when we act as if we are equals.

(4)

They count on our protection. When we respond $\bar{c}$ empathy and still protect them (and others) that makes sense.

There's nothing the matter $\bar{c}$ saying no - but with little children there are ways of setting limits by verbalizing the reality of the situation that communicate the larger situation, still influence the behavior in a constructive way, and are more effective than "Don't do that" - a command that is more difficult for the young child to learn from than "I won't let you do that because it would hurt" -

⑤ No's are more effective ~~than~~ when there are lots of yeses & "You could try" -
Examples:

Kumi's description of discipline.

Annie & dice throwing
= Robert.

"I-messages" - (I won't let you do that, ~~it scares me~~ because you might get hurt")

When punishment teaches -

1. When a child feels loved
2. When child is old enough & mature enough to have control -

3. When punishment is suitable so that the child can remember how she brought it on herself, & short enough in duration so that

⑥ she doesn't lose the lesson
in feelings of impotent rage,
or turn against herself
as bad, stupid, worthless.

History of women's work -

Men at home

women making things

Men at work to make things women used

to make

Women must work to get enough \$ to help support -

The nuclear family, a US phenomena not not notably successful -

Child abuse linked to isolation -

Women work for a variety of reasons including mental health -

Today, children are expensive -

Important that we get and give maximum enjoyment and satisfaction from our time with them.

It is possible to do a good job with child rearing and still work

What do children need - and what do parents get out of providing?

One-to-one attention

Familiar care giver

Protection -

Attention - teachable moment -

Play -

Respect and responsibility come after ~~the~~ ^{the child experience} respect & responsibility ~~forward~~ ^{forward} for him.

where & how?

Child care centers at the work site

Family day care
help in home
flex hours -

Important times to be close to children -
either ~~yourself~~ doing it yourself most of the
time or insuring that the temporary
caregiver knows, respect, understands
and follows your way -

Parents

Summary:

This is not yet a society that treasures
children, but we do know ~~what~~ a lot
about child rearing and what children
need to grow into responsible, caring,

healthy people. We must continue to push for children and to get the kind of societal help to do this -

Other countries see their children as ~~the~~ national treasures and resources.

Sweden: ~~to~~ ~~mo~~ paid maternal & paternal leave ~~when~~
Sick leave for parents to care for sick children.

Adequate day care =

Resource care

We do not have enough good child care. It has been demonstrated that good child care can be good for children and for their families. But it is expensive to provide because the essence of good child care for infants and young children is people - a special person for each child, altho that person may be the special caregiver to several children.

Consequently, since parents are either desperate or not knowledgeable about ~~what goes on~~ child development, the gap is ~~filled~~ ~~left~~

by ~~the~~ not enough good care places is
filled by child care for profit -

They save money by having inadequate
staff - quality and quantity.

When this happens, everybody loses,
including the society these children
will be taking over -

Children are marvelously adaptable -
but they are relatively powerless &
will, if they must adapt to situations
that 'don't help them learn & grow'.

Children learn by imitating by
questioning someone who is present &
interested & understands their
language : how to hear it and
how to respond in a way that they
can understand.

So : Get support for yourself, shop
as carefully and as assertively for
cheaper as you would for your house,
your car, or
Your child is your most im-
portant investment, emotionally and

and financially.

Find yourself a support group -

Remember - children vary. What's good for one child may not be good for the next.

Issues:

Separation - how handled?
^{allow time} Listen - Tell child what's going to happen.

Always visit & watch. Take time to help child make transition -

~~Be interested~~

Themes

Separation

Continuity

Philosophy & practice re
discipline - affection -
responsiveness, protection -

How can a parent give all this and still stay sane + do her work?

Priorities -

Get her own needs met -
You can't give out of a vacuum

Learn about support groups
and find one for yourself if you
don't yet have one (Doolaks)

A philosophy of care -

Knowing what we believe frees energy to
do things with confidence -

Our confidence gives children confidence -
allows consistency + clarity -

Acceptance of children as people - Respect
for them rather than tricks, treats +
threats -

~~Self~~ empathy - + self-acceptance - memory of
our own childhood feelings, + imagination

Attachment to one or a few special people rather
than indiscriminate pats from the many.

Using our superior strength + resources for
children rather than against them - Protection -

Children's resources for coping are limited. Adults are many & diverse. When we work with them rather than against we not only gain cooperation better - we also teach them by example new & better ways of coping.

Avoid divided loyalties. Children can love more than one adult only if the individuals in question feel positively about one another.

Self-esteem: Arises from the way child treated from infancy - how held, how changed, how fed?

Rules & discipline - need to make sense for child's pt of view - out of adult values rather than child's needs. Parents have rights to respect their own needs, but can't stand up for themselves $\exists$ diminishing the child (ex: treasure on coffee table).

The child who sez "No" is declaring her knowledge of separateness - Rejoice!

Sharing - Privacy - clearly differentiating our needs from theirs. ex Asking child to be quieter because we can't stand the noise vs asking bec. they are too noisy (defect in them)

Respect for child's person - carrying,
clutching, pushing, ~~spe~~ speaking
for children: "Tell Aunt Linda that
you can write your name"

Children need to know that they are not
to blame for parents' anger at each other.

If little children have a right to safe &
joyous childhood, they also have a right to
express their rage & fear & to be heard &
supported.

Separation →

Sometimes tempting for adults to gloss over
or focus entirely on the bright side be-
cause of our own past painful separations.
We'd like to avoid dealing with it -

But how we ~~handle~~ help ch handle it
is important & life-shaping - Can
be experience of mastery or build-in future
pitfalls. That's why not to sneak out when
child engaged in play (easier for parent, but
weakens basic trust)

How to ~~help~~ handle it? 1. Honesty

2. Seriousness (don't shame, tease, or make light)

3. Give whatever supports the child finds useful

People tend to lie to ch re separation -
not telling ch when they're going out
at night -

"O.K. - I'm going to leave you then" &
toddler who doesn't want to leave park

Going to hosp for new baby - death & euphemism

It is important to help child ~~face~~
~~that~~ experience the separation as a positive
move toward growing up - Ultimate
goal is for them to be the ones who leave the
parent, not vice versa.

and growing up is what the goal, slowly,
joyously, but growing

Parents can prepare child by talking
about coming separation, playing it out,
pre-visit if poss, helping ch choose transition
object. In child's presence discuss &
caregiver ch's likes, dislikes, habits & routines,
to assure ch of parents' concern for ch's
comfort & caregiver's interest in ch

Build return into structure - "When I
come back I want you to have your things
in this bag"

Separation is a developmental task
for Parents as well as child -
When mastered, can bring balanced love & closeness
respect

Separation shouldn't be hurried & inadequate. It's v. serious & important & to be coped = daily, hopefully & increasing comfort & mastery.

Games & rehearsals abt separation & consistent announcement when going away = adequate opportunity for ch to express feelings -

Children during these early years are learning for life the meaning of relationships. We don't want to underplay the importance of a beloved person or to convey the idea that one person is the same as another so what's the fuss.

Security objects are important, really help ch. Not a sign of insecurity.

Mastery breeds mastery - Children can be helped to look at past successes to strengthen them for new separations. Stories abt parents' childhood experiences with separation & their fears help.

Helping Children grow:

When to help & when not to?

When to supply external controls & when to let them experiment to own still imperfect self control.

When to make demands that require their highest level of functioning & when to let them act like babies

Jacket buttoning - being able to regress successfully may teach child better "self-help" lesson than mechanics of buttoning

Past success in mastery helps in mastery of next phase - Freud's analogy of soldiers left behind at each position still threatened by enemy - Strength of advancing army diminished by numbers left behind - Clean ups, victories step by step, leave more energies

Play + tools + mess + junk

In this age of plastics,
children need non-plastic,
real things for play -

Plumbing fittings
coffee grounds + orange
peel + egg shells

Bread dough -

Scrub brushes, mops +

Soapy water
rats, dogs + guinea pigs

Clay - paint
water - with large
paint brushes

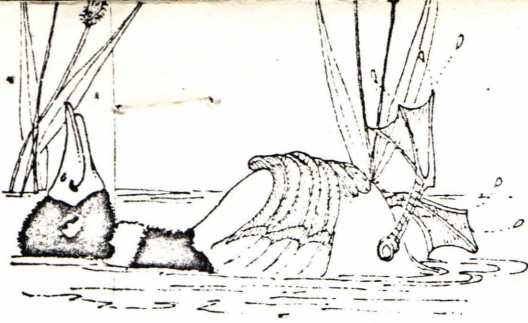
Play + Power

To deal with bullies
in n.s. one must help
the bullied experience
their own strength -
Creating victim - aggressor
roles forces authoritarian
attitudes, self righteousness
+ Sneakiness

Interrupting the system
which has now become the
bully must be done
by people who feel
respect their power -
This self-esteem is essential
to rebellion

Play &
On order

Children are orderly -
it is their own order.
Toddlers & twos are
great matchers of things
"Purse" they say as
they bring the visiting
guest her purse. They are
not hunting for the lady to
go home, as their embarrassed
mothers sometimes feel -
they are showing demonstrations
of their understanding ~~of the~~
that the lady & her purse are
a set - interrupt too severely
we impose our own
when we impose ~~without~~
order ~~on theirs~~ we should assist
~~first helping~~ them by offering eye level
shelves, carts -



HANDLING AGGRESSION



By Diane McLinn, Instructor, Early Childhood Studies, University of Minnesota

When you picture a child acting aggressively, what comes to mind first? Two boys wrestling around on the grass? A toddler who has just sunk her teeth into an unsuspecting playmate? One child whacking another with a block-turned-weapon? Whatever mental image appears, chances are good that it includes a physical attack. Our society tends to focus on physical aggression, forgetting that people are also likely to be aggressive with words and destructive towards things around them. Children will often resort to verbal aggression or object aggression when the adults in their lives won't tolerate open physical aggression. As their caregivers, our job includes not only preventing the children from physically attacking one another, but also teaching them respect for the feelings and property of other people.

VERBAL AGGRESSION

Tattling is one form of aggression with words. "Mary didn't finish her lunch." "John didn't pick up his toys!" "Sue stuck her tongue out at me." Children from the age of three on up can fall into the bad habit of tattling in a childish attempt to get attention and affection from an adult at the expense of the other child. The tattler feels superior towards the other children, at least temporarily, and may do it as a way of getting the other child in trouble. But the result of tattling is most often that the child doing the tattling ends up unpopular both with adults and with other children. It is important for the caregiver to stop the tattling before it becomes an immediate response to every minor infraction of the rules, and before it becomes a stumbling block in the child's learning to get along with other children.

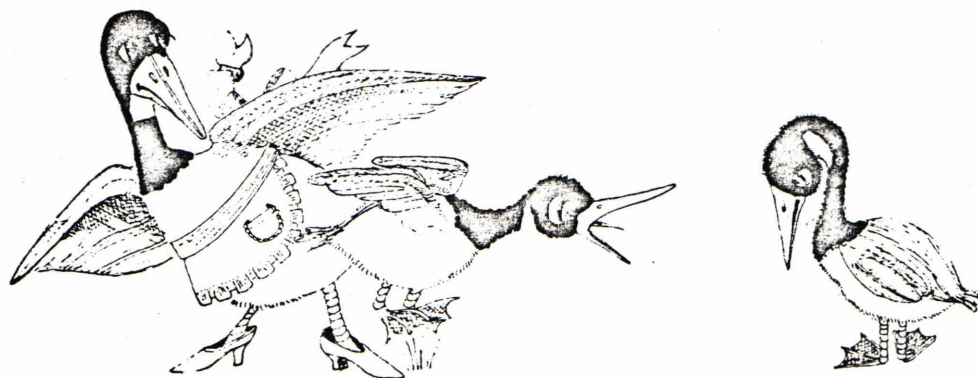
How can a tattler be changed into a more positive playmate? The children will taunt a repeated tattler with "Tattletale, tattletale," when they reach school age, but a caregiver can be effective with preschool tattlers. When a child reports that Sue stuck out her tongue, the adult might say something like, "Don't worry. I'll take care of Sue if you take care of yourself." Unless the infraction of the rule represents a dangerous situation, it's probably best not to pay attention to the reported problem immediately so that the tattler doesn't receive his reward of getting the other child into trouble. Instead, the caregiver can go on with whatever she was doing before the tattler appeared, and make a mental note to deal with the broken rule after the tattler is out of earshot or involved in something else. It is important also to remember that children tattle in order to get attention and affection. If you can give the tattling child positive attention when he is not tattling and pay very little attention to him when he is tattling, you will quickly notice a change in behavior.



Teasing or namecalling is another form of verbal aggression. This usually begins with three or four year old children who are skillful with words. Older children will often tease younger ones because it's a form of attack they can get away with while hitting would be punished. The solution lies not in labeling the teasing child as "naughty", but rather in focusing on the feelings of the child being teased. The adult might call attention to the facial expression of the child teased and say, "Tim really looks hurt because you said he is 'yucky'." Or you might say, "I'd feel pretty rotten if someone called me 'stupid'."

The object is to help the child who is doing the teasing recognize and empathize with the feelings of others. It is a slow process since most children are extremely self-centered. But if you concentrate on repeating messages about how others feel you will gradually notice the children will report how they feel. They will begin to consider the feelings of the other children. Then the next step is helping them realize that their words and actions have a powerful effect on how the other children feel. Gradually children learn that words can hurt as much as physical blows. They can learn too by the example set by the adults around them, adults who are careful never to pin a negative label on a child by name-calling.

Swearing is a form of verbal attack that a child may direct toward the caregiver. Any child from any background can produce a shockingly colorful vocabulary if sufficiently prodded. This is because most children only have to hear a swear word once to remember it. They sense immediately that this word is somehow special and more powerful than other words. So the next time the child wants to achieve a special effect, he repeats his new swear word even though he has little or no understanding of its meaning. He may use the swear word in order to annoy the adult, or it may be his idea of a joke or of acting 'tough'. (Listen to children when they are pretending to be construction workers.) In any case, the way to end swearing is to make sure the child gets no extra attention for using it. In most cases, ignoring the swearing is enough to discourage the child since he is trying desperately to get your attention. If the child persists in using the word over and over, you might comment, "I'm tired of hearing that word now. Can you think of something else to say?" This might be a good time to show the children how to make up new words like "Crink-Crank" or "Klip-Klop" or other equivalents of "Sam Hill!" In this way, you can change the tone of the conversation into a game of word play without giving the child undue attention for his use of swear words.

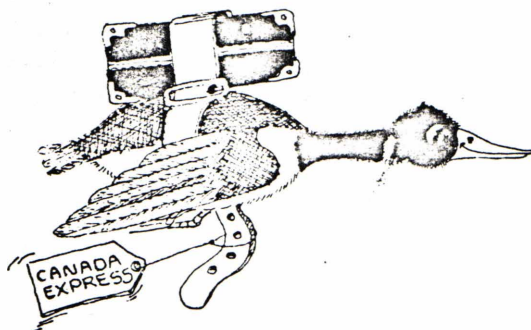


STRIKING OUT IN ANGER

When an angry child whacks your cherished piano with a metal truck you experience the anguish of aggression towards your belongings. Then you know how the three year old feels when a playmate purposefully destroys the block castle he was building or the young artist whose neighbor deliberately scribbles on the painting that the artist was proudly saving to display on the refrigerator door. These intentional acts of violence against a person's belongings can be a form of aggression. Some children will resort to this when they know they will be punished if they follow their first impulse to strike out against their victim's body. Recognizing that it is an attack on the person through his belongings, the caregiver's response needs to be firm and consistent. If you see a child threatening to or beginning to destroy the property of someone else, physically restrain that child and repeat the rule, "I won't let you destroy other people's property, and I won't allow them to destroy yours." This may need to be followed by enforcing a "time-out" from play for ten minutes. Then watch for times when the destructive child is behaving appropriately and give him extra positive attention. **THE BEHAVIOR THAT YOU REWARD WITH EXTRA ATTENTION IS THE BEHAVIOR THAT WILL BE REPEATED!**

FINISHING THE JOB OF DESTRUCTION

Picture a child sitting in a rocking chair reading a book. As he turns the pages, he accidentally rips off the corner of one page. He looks around anxiously and then very deliberately rips the whole page out of the book. What is going through this child's mind? Perhaps he thinks that all broken or worn out things are bad. He may carry this idea even further by thinking "I broke it so I am bad." When a child like this sees a partially broken toy or ripped book, he's likely to totally destroy it in order to get rid of the evidence. In these cases, rather than increasing the child's guilt by scolding him, it helps to enlist the child as a partner in helping find things that need fixing. Show the child how to tape torn pages and glue broken toys. Let him use real tools to "help" mend broken appliances around the household. Soon the child may begin to view broken objects as a challenge rather than a sign of failure, and you have taught an important lesson in conserving and recycling valuable materials.



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 simple 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. Promises have no foundation on which to build meaning. Apologies = lies.
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.
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