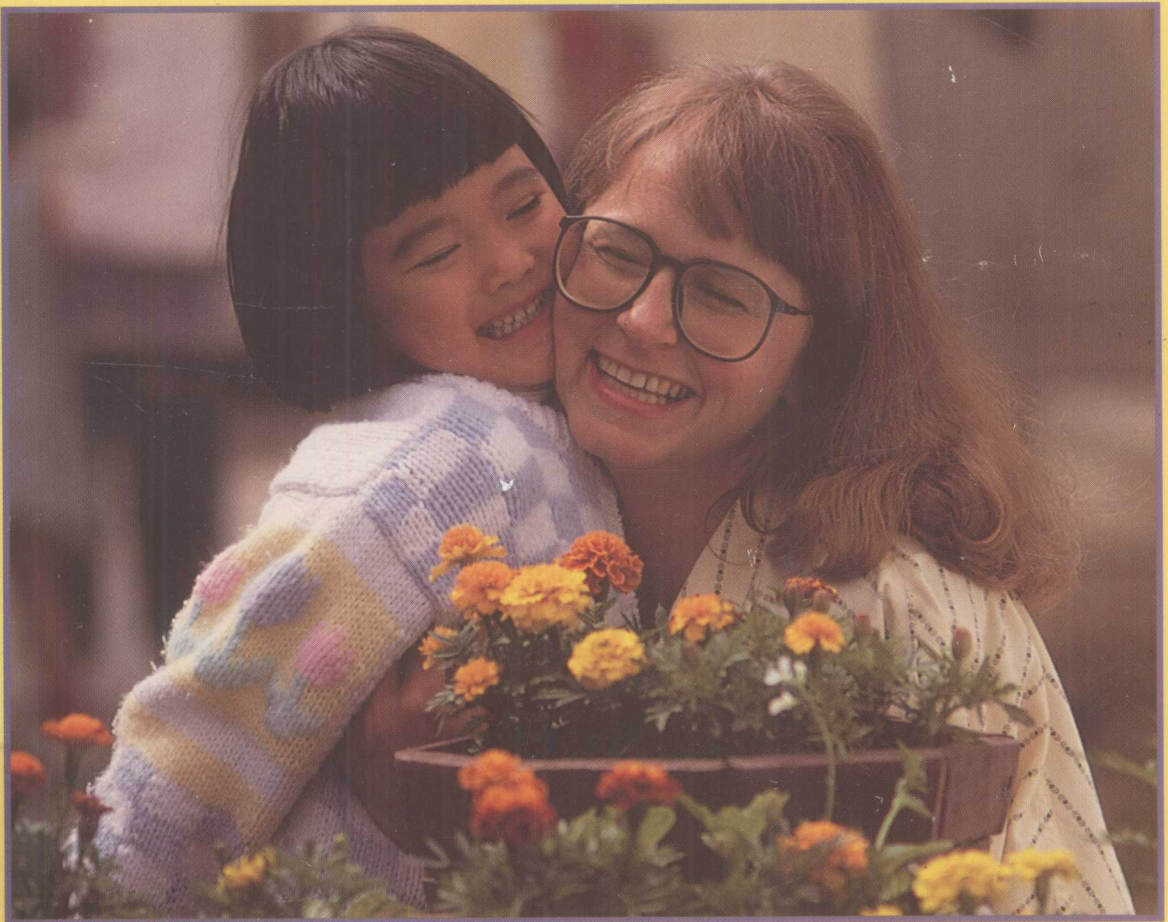


# Guiding Young Children

SIXTH EDITION



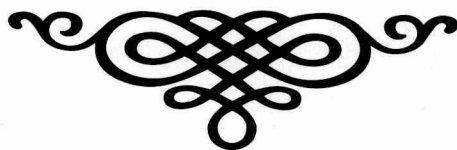
Verna Hildebrand – Patricia F. Hearron



SIXTH EDITION



# GUIDING YOUNG CHILDREN



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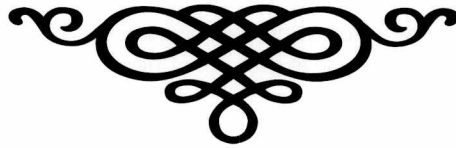
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# PREFACE



*Guiding Young Children*, sixth edition, is designed for use by college students and others who are learning to interact and to communicate with young children in group settings. Our emphasis is on the process of developing human potential in all children by consciously applying principles of guidance. Those principles are based upon child development theory and research, as well as upon our many years of experience working with young children and their families, early childhood professionals, and students preparing for careers with young children.

Because our emphasis is on developing human potential, we view guidance as a concept that is broader than discipline or behavior management. Guidance is more than getting children to do what we want them to do today; it is helping them to become everything they can become for all of their tomorrows. It is important that even very new caregivers and teachers understand, or at least think about, the ways that their interactions can impact those tomorrows. Thus, in addition to offering specific, concrete suggestions for caregivers and teachers who might be entering early childhood programs for the first time, we try to explain the reasoning behind those suggestions, and to offer general principles that can serve as a framework to guide—not dictate—the reader's decisions and interactions with children.

With the National Association for the Education of Young Children (NAEYC), we believe that early childhood professionals need a firm grasp of typical patterns of development as well as a thorough knowledge of the interests, abilities, and unique characteristics of each child in their care, including the family and community context within which those children live and grow. We offer many suggestions for observation and application assignments that will help the reader get to know individual children and test, or perhaps refine, the general guidelines discussed in this book. We recognize that our views are shaped by our own cultural and educational backgrounds, and we encourage our readers to think about the origins of their own values and beliefs as they encounter different ideas among colleagues and the families of children in their care.

As increasing numbers of young children in this country spend more and more of their early lives in group settings, it is imperative that early childhood professionals

work to make those settings resemble the supportive and enriching aspects of home and family life, rather than institutions. Rigid timetables and uniform treatment may be signs of efficiency in factories, but they run counter to the goals of high-quality child care programs, where guidance requires taking the time to learn about *this* child in *this* situation.

While this sixth edition of *Guiding Young Children* retains many useful features from earlier editions, including provocative "Talk It Over" suggestions in each chapter, it has been extensively revised and updated. Instead of a separate chapter on infants and toddlers, information about this age group has been incorporated throughout the book. This arrangement underscores our belief that early childhood professionals understand children better when they are able to place current development within a larger context, when they have an idea of how far the children in their care have come and where they are likely to go next.

One significant change is the inclusion of information about children with disabilities throughout the text, rather than in a separate chapter on mainstreaming. This change reflects the fact that more children with disabilities are being included in programs which formerly served only those with typical development. Responding to this trend, several states now provide "unified" professional preparation programs which combine coursework in child development and early education with courses in early childhood special education. This textbook embraces that unified approach.

More importantly, the change reflects the conviction that children with disabilities are *children* first, and that, like all children, their human potential can be developed through environments and interactions that are tailored to their individual needs and strengths. We recognize that there is likely to be as much difference between two children with cerebral palsy, for example, as between a child with cerebral palsy and another with Down syndrome, or between either of those children and another with no apparent disability. In other words, the basic principle of child development applies: all children are alike in some ways and very different in others; they follow a similar sequence of development, but at their own pace and in their own unique ways.

Our aim, therefore, is to offer examples of how particular guidance concepts might apply when children have particular disabilities, not to prescribe across-the-board methods or techniques. We assume that students will have the opportunity to take other courses in which they will acquire more detailed knowledge about various disabilities. We hope that practicing early childhood professionals will take it upon themselves to seek more information about particular disabilities when children with those disabilities are included in their programs—just as they would try to learn about any aspect of individual development, family life, or cultural heritage that makes a child unique. We suggest several sources of such information at the end of each chapter.

Separate chapters on sleeping, eating, and toileting have been combined in a new chapter on guiding personal care routines. The chapter on dressing and undressing has been included in the chapter on outdoor play. And the order of the chapters has been rearranged so that Part I provides an overview of the principles of guidance; Part 2 addresses the application of those principles in specific program areas; and Part 3 places the concept of guidance within the broader perspective of professional and human resource development. We encourage all instructors using *Guiding Young Chil-*

*dren* to adjust this sequence of topics to suit their preferences, the needs of their students, and the constraints of their particular teaching situations. We have provided an extensive list of additional readings and videos at the end of each chapter to help instructors enrich their courses and to make it easy for students to extend their exploration of the concepts in this book.

## ACKNOWLEDGMENTS

We are grateful to the many early childhood professionals who have contributed ideas, photographs, and feedback on the five earlier editions of this book. We express our appreciation to the parents who have permitted their children's photos to be used, as well as to the instructors who adopted the book and to the students who have used it.

Christine G. Bachelder, Black Hawk College (Moline, IL); Pat Kellogg, Louisiana Tech; Donna S. Quick, University of Kentucky; and Linda H. Richey, Tennessee Technological University, provided valuable suggestions in their reviews of the sixth edition. We are indebted to our editor at Prentice-Hall, Ann Castel Davis, for her encouragement and support, and we appreciate the skillful assistance of Sheryl Langner, production editor, and Peg Gluntz, copy editor. Pamela Linton, undergraduate assistant at Appalachian State University, deserves credit for her valuable work on the author index for this edition.



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## PART ONE



# PRINCIPLES OF GUIDANCE

