

Dan's Guidance Matters Columns in *YOUNG CHILDREN*, journal of the National Association for the Education of Young Children

Beginning note: Young children are best thought of as months-old, not years-old. They are just beginning a life-long learning process involving difficult, high-level emotional, social, and cognitive skills. Young children make mistakes in this complex learning process. Guidance is teaching children to learn from their mistakes, rather than punishing children for the mistakes they make. Guidance is teaching for healthy emotional and social development. Good guidance is liberation teaching, which is not giving up on any child.

- 1. November 2005 Guidance Matters, "DAP: The Heart of Guidance."** This first column illustrates how a childcare staff makes their program developmentally appropriate for a 3-year-old. The column argues that *guidance* (teaching young children to learn from their mistakes and to solve their problems) requires DAP.
<https://drjuliejg.files.wordpress.com/2015/02/1-nov-05-yc-gm-dap-and-guidance.pdf>
- 2. January 2006 Guidance Matters, "Jeremiah."** In the face of a large study on preschool expulsion, column illustrates how teachers can accept the challenge of challenging behaviors and build positive relationships. Six communication techniques that help build relationship and guide behavior are explained.
<https://drjuliejg.files.wordpress.com/2015/02/2-jan-06-yc-gm-jeremiah.pdf>
- 3. March 2006 Guidance Matters, "A Student Teacher Uses Conflict Mediation."** In her preschool student teaching, Kelly uses conflict mediation with success. The column analyzes why her effort succeeded, five steps that teach mediation, and mediation potholes to avoid.
<https://drjuliejg.files.wordpress.com/2015/02/3-mar-06-yc-gm-mediation.pdf>
- 3. May 2006 Guidance Matters, "Boys and Men Teachers."** Vignettes illustrate how two men teachers built relationships with and guide boys having problems. Their breakthroughs illustrate the importance of including men teachers in early childhood classrooms.
<https://drjuliejg.files.wordpress.com/2015/02/4-may-06-yc-gm-boys-and-men-teachers.pdf>
- 5. July 2006 Guidance Matters, "A Spoonful of Laughter."** Examples illustrate using humor to: de-escalate conflicts, aid in guidance interventions, and put children at ease in stressful situations. "If anything goes exactly as you expect with young children, something is wrong." :-)).
<https://drjuliejg.files.wordpress.com/2015/02/5-july-06-yc-gm-laughter.pdf>
- 6. September 2006 Guidance Matters, "Building Relationships through Talk."** As teachers and young children get to know each other through "contact talks," trust builds and classroom conflicts

decrease. The column emphasizes having contact talks especially when at-risk children first arrive in the classroom.

<https://drjuliejg.files.wordpress.com/2015/02/6-sep-06-yc-gm-relationships.pdf>

7. **November 2006 Guidance Matters, “The Beauty of Class Meetings.”** Class meetings affirm that the group is encouraging for all. Meetings at different age levels are illustrated; guidelines for the meetings are provided. Meetings are alternatives to the old "group punishment." (See also column #19.)

<https://drjuliejg.files.wordpress.com/2015/02/7-nov-06-yc-gm-class-meetings1.pdf>

8. **January 2007 Guidance Matters, “Tattling: It Drives Teachers Bonkers!”** The title says it all, so what can a teacher do? The column offers reasons for, and creative responses to, the “tattling problem.” Teachers can learn to handle tattling in ways that teach children vital life lessons.

<https://drjuliejg.files.wordpress.com/2015/02/8-jan-07-yc-gm-tattling.pdf>

9. **March 2007 Guidance Matters, “Competition: What Part in Our Programs?”** For reasons of limited experience and still developing brains, losing makes young children feel inadequate and unworthy. Teachers prepare young children for future competition by de-emphasizing winning and losing and guiding them to successfully participate.

<https://drjuliejg.files.wordpress.com/2015/02/9-mar-07-yc-gm-competition-what-place.pdf>

10. **May 2007 Guidance Matters, “You Really Worked Hard on Your Picture:” Guiding with Encouragement.** The column explores an alternative to traditional praise: giving encouragement. The key to encouragement, complimenting details & listening, acknowledges that the really teacher cares.

<https://drjuliejg.files.wordpress.com/2015/02/10-may-07-yc-gm-encouragement-7.pdf>

11. **September 2007 Guidance Matters, “He Did it On Purpose!”** Punishment diminishes self-esteem, raises stress levels, and can start self-fulfilling prophecies. The column explores reasons children cause conflicts and suggests guidance responses that teach rather than punish.

<https://drjuliejg.files.wordpress.com/2015/02/11-sep-07-yc-gm-on-purpose-4-copy-2.pdf>

12. **November 2007 Guidance Matters, “Swearing and Words that Hurt.”** The column explores 3 motivations for why children use hurting words: experimentation, the influence of others, and unmet needs. Discussed are techniques that guide children to express emotions in non-hurting ways.

<https://drjuliejg.files.wordpress.com/2015/02/12-nov-07-yc-gm-swearing.pdf>

13. **January 2008 Guidance Matters, “Comprehensive Guidance.”** An experienced teacher builds relationships with a child and his mother. When the child’s conflicts escalate, the teacher maintains the relationships, provides firm but friendly guidance, and facilitates the family’s participation in therapy.

<https://drjuliejg.files.wordpress.com/2015/02/13-jan-08-yc-gm-comprehensive-guidance.pdf>

- 14. March 2008 Guidance Matters, “Promote Physical Activity. It’s Proactive Guidance.”** “Quiet” classrooms undermine the development of active children. The column references & discusses techniques that integrate movement with learning activity and that make the classroom encouraging for all.

<https://drjuliejg.files.wordpress.com/2015/02/14-mar-08-yc-gm-phys-activity5.pdf>

- 15. May 2008 Guidance Matters, “Understand Bullying.”** Behind every act of bullying are children with difficult lives. Learning about children who bully helps the teacher build an encouraging classroom for all; bullying then becomes unnecessary. Extensive resource list is included.

<https://drjuliejg.files.wordpress.com/2015/02/15-may-08-yc-gm-bullying-12-copy.pdf>

- 16. March 2011 Guidance Matters, “Children Who Have Serious Conflicts, Part One.”** Part One addresses *reactive aggression*, when children feel threatened and act-out to protect themselves. Illustrated is how a teacher works with reactive aggression, due to high stress in the child’s life.

<https://drjuliejg.files.wordpress.com/2015/02/16-mar-11-yc-gm-serious-m-1.pdf>

- 17. July 2011 Guidance Matters, “Children Who Have Serious Conflicts, Part Two.”** Part Two discusses *instrumental aggression*, when children use aggression to impose their wills on others to gain a personal objective. The column addresses this “most challenging problem.”

<https://drjuliejg.files.wordpress.com/2015/02/17-july-11-yc-gm-serious-m-2.pdf>

- 18. November 2011 Guidance Matters, “Aggression, the Prequel: Reducing the Need.”** A teacher uses comprehensive guidance with a toddler to build an attachment and keep a reactive aggression from becoming instrumental. Firm but friendly limits, cuddling, choices, and parent-relations prove effective.

<https://drjuliejg.files.wordpress.com/2015/02/18-nov-11-yc-gm-aggression-the-prequel.pdf>

- 19. January 2012 Guidance Matters, “From Rules to Guidelines: Moving to the Positive.”** Rules tend to be stated in the negative and set up negative expectations in children’s and teacher’s minds. Moving to the positive through guidelines, teachers are able to guide, not just punish, when children have conflicts.

<https://drjuliejg.files.wordpress.com/2015/02/19-jan-12-yc-gm-rules-to-guidelines.pdf>

- 20. May 2012 Guidance Matters, “‘Goodest’ Guidance: Teachers and Families together.** The column profiles a Head Start parent and her home visitor and the results of their six-year collaboration. The parent’s gains across 4 levels of engagement are reflected in good service delivery for her children.

<https://drjuliejg.files.wordpress.com/2015/02/20-may-12-yc-gm-goodest-g.pdf>

21. **September 2012 Guidance Matters, "Democratic Life Skill One: Guiding Children to find a Place.** The column is the first in a series of five on teaching for the democratic life skills (DLS). By building healthy relationships, the teacher helps the child find a place of acceptance in the group and as a worthy individual.
<https://drjuliejg.files.wordpress.com/2015/02/21-sept-12-yc-gm-dls-1.pdf>
22. **March 2013 Guidance Matters, "Democratic Life Skill Two: Expressing Strong Emotions in Non-Hurting Ways.** Second of five columns on the DLS. Through maintaining healthy relationships by using guidance practices during conflicts, teachers assist children with gaining dls 2.
<https://drjuliejg.files.wordpress.com/2015/02/22-mar-13-yc-gm-dls-2.pdf>
23. **July 2013 Guidance Matters, "Democratic Life Skill Three: Solving Problems Creatively.** This column explores practices that empower the capacity to solve problems independently and with others. Three vignettes provide the basis for exploring how young children show DLS 3.
<https://drjuliejg.files.wordpress.com/2015/02/23-july-13-yc-gm-dls-3.pdf>
24. **November 2013 Guidance Matters, "Democratic Life Skill Four: Accepting Unique Human Qualities in Others.** This third column on the DLS examines two vignettes that illustrate young children who show accepting behaviors, and discusses how to nurture these behaviors.
<https://drjuliejg.files.wordpress.com/2015/02/24-nov-13-yc-gm-dls-4.pdf>
25. **March 2014 Guidance Matters, "Democratic Life Skill Five: Acting Intelligently and Ethically.** Two vignettes focus on one child who is beginning to make progress toward DLS 5 and one child who teaches adults about DLS in a difficult social situation. End of series on DLS.
<https://drjuliejg.files.wordpress.com/2015/02/25-mar-14-yc-gm-dls-5.pdf>
26. **July 2014 Guidance Matters, "Fostering Resilience: Teaching Social-Emotional Skills."** (Co-written with Karen Berger Cairone). This case study illustrates how a behavioral consultant worked collaboratively with an ECE staff and Jake's mother to guide him to cope with his toxic stress, build trust with significant adults, and make progress in selected social-emotional skills.
<https://drjuliejg.files.wordpress.com/2015/02/26-july-14-yc-gm-fostering-resilience.pdf>
27. **November 2014 Guidance Matters, "Guidance with Girls."** (Co-written with Layna Cole). Teacher Maya uses firm but friendly guidance to assist Charlene join boy fire fighters in active role-play. The staff follows up with emergent curriculum including group meetings, featured books, and a visit from a woman firefighter to guide girls and boys toward gender inclusivity.
<https://drjuliejg.files.wordpress.com/2015/02/27-nov-14-yc-gm-guidance-with-girls.pdf>

- **Web chat: July 2011. The Goals of Good Guidance: Understanding and Responding to Challenging Behaviors.** Online chat with Dan. <http://www.naeyc.org/event/challenging-behaviors#comment-722>

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8/2015