

AN ABSTRACT OF THE THESIS OF

PAULA JO BROWN for the MASTER OF SCIENCE  
(Name) (Degree)

in Home Economics Education presented on June 16, 1976  
(Major) (Date)

Title: DEVELOPMENT OF A PROGRAMMED INSTRUCTIONAL UNIT  
ON INTERACTING WITH CHILDREN FOR USE IN HOME-  
MAKING AND OCCUPATIONAL EDUCATION

Redacted for Privacy

Abstract approved: \_\_\_\_\_

Dr. Sylvia L. Lee

The purpose of this study was to develop a programmed learning booklet concerned with the care of groups of young children. The instructional material was designed to be used in homemaking and occupational programs. The criteria for developing the program were (a) that it be geared to the student with no previous experience in play-schools or day care centers, (b) that the reading level be at approximately the eighth grade level, and (c) that the content be appropriate and vital.

The programmed material is in the branched form with most of the initial questions offering a choice of three different responses. The program covers seven different areas of working with young children. Each of the seven areas is covered in a separate booklet so each booklet can be utilized either singly or with the others to form a unit. The booklets are entitled; Health and Safety, Atmosphere, Consistency, Achieving Desired Actions, Giving Children Responsibility,

## Interaction and Acceptance.

The initial program was written after consultation with specialists in the field of child development. The original program was then reviewed by four university home economics education staff members, a child development professor, a university nursery school teacher, two junior high homemaking teachers, two high school homemaking teachers of child development, and three home economics occupational education teachers. Eleven of the 14 contacted responded with comments and suggested improvements. In addition to the professionals, 14 ninth grade students at North Albany Junior High School in Albany, Oregon, used the programmed material in their homemaking class. The suggestions and comments of the professionals and the student responses were used as a basis for the revision of the programmed instructional unit.

As the program was written, periodic checks were made to determine the reading level of the material. Ten samples were selected and analyzed with the Dale-Chall Formula for Predicting Readability. Analysis showed that the eighth grade was the highest reading ability required, while most of the programmed material was at the sixth to seventh grade level.

The format of the program offers versatility in its use. The separate booklets allow individual parts of the program to be used alone as well as allowing the program to be used in its entirety. This programmed instructional unit can be used to initially expose students

to working with groups of young children, as a review for more advanced students, and as a reference. To carry out the above uses, the program can be utilized as an independent study, a homework assignment, or make-up work for the absent student.

As the need for more child care facilities grows, so grows the need for educated personnel to man the facilities. It is hoped that this programmed instructional material will help fill the gap of instructional material needed to efficiently educate personnel in caring for the young children of this nation as well as educate students to successfully assume the responsibilities of parenthood.

Development of a Programmed Instructional Unit  
on Interacting with Children for use in Home-  
making and Occupational Education

by

Paula Jo Brown

A THESIS

submitted to

Oregon State University

in partial fulfillment of  
the requirements for the  
degree of

Master of Science

June 1971

APPROVED:

Redacted for Privacy

\_\_\_\_\_  
Professor of Home Economics Education  
in charge of major

Redacted for Privacy

\_\_\_\_\_  
Head of Department of Home Economics Education

Redacted for Privacy

\_\_\_\_\_  
Dean of Graduate School

Date thesis is presented

June 2, 1970

Typed by Gwendolyn Hansen for

Paula Jo Brown

## ACKNOWLEDGEMENTS

An expression of gratitude is extended to Dr. Sylvia L. Lee, Professor of Home Economics Education, for academic advisement throughout this study.

Grateful acknowledgement is given to all of the professionals who gave their time to read and comment on the programmed material.

Sincere appreciation is extended to Mrs. Ruth Robare, North Albany Junior High School, for allowing her classes to utilize the programmed material and comment on its contents.

Thanks are given to Mrs. Dorothy F. Brown for her personal encouragement and cooperation in seeing that this study was completed.

A very special thank you is given to my husband, Norris W. Brown, for his loving encouragement and counsel throughout this study.

## TABLE OF CONTENTS

### PART I

Chapter	Page
I. INTRODUCTION	1
Purpose of Developing Programmed Materials	3
Definition of Terms	3
Method of Procedure	4
II. REVIEW OF LITERATURE	11
Programmed Learning	11
Developing Programmed Materials	18
Child Development	20
III. SUMMARY	23
BIBLIOGRAPHY	25
APPENDIX	29
Outline of Programmed Material	29
Student Responses to Original Programmed Unit	31
Student Program Evaluation	32

### PART II

WORKING WITH YOUNG CHILDREN	33
To the Teacher	35
To the Student	36
Part I Health and Safety	37
Part II Atmosphere	60
Part III Consistency	86
Part IV Achieving Desired Actions	121
Part V Giving Children Responsibility	60
Part VI Interaction	96
Part VII Acceptance	129

DEVELOPMENT OF A PROGRAMMED INSTRUCTIONAL UNIT  
ON INTERACTING WITH CHILDREN FOR USE IN  
HOMEMAKING AND OCCUPATIONAL  
EDUCATION

PART I

CHAPTER I

INTRODUCTION

Good care of young children, both in the home and away from the home, has become increasingly important in our society today. This is exemplified by the fact that in March of 1965 there were 4.5 million children under six years of age whose mothers were working. In addition, working mothers had 6.5 million children between the ages of six and eleven years. In June of 1967 the number of children needing care had grown while it was estimated that liscensed day care facilities could provide for only 350,000 children (42).

The increased need for child oriented services is, in turn, placing a demand for adequately trained personnel to man the facilities. This is in addition to the equally important need for educating students for responsible parenthood. Education in child care is being conducted in high school homemaking and occupational preparation classes as well as in post secondary vocational programs.

In most learning situations the teacher-student ratio of one to one would be ideal. Usually this ideal relationship between teacher

and student is impossible to attain. The most effective methods of education, however, can still be geared to each individual student. One method of individualizing instruction is the use of programmed instructional materials. In child care education programmed instructional materials allow the student to progress as fast as he is able to learn concepts, to skim rapidly any material which has been previously assimilated, and to relate to his individual background. In addition, the instructor is freed from group teaching and can work with individual students on the one to one basis.

Programmed learning is rapidly becoming an accepted teaching method in all areas in spite of the fact that there is still some controversy over its merits. This writer personally feels that programmed learning is too valuable an area to be overlooked by those concerned with teaching homemaking and occupational education. At this time this writer has been unable to find any published programmed material dealing with children aged three to five that could be utilized in an educational program for child care workers and future parents. The development of such programmed material seems pertinent and useful in the areas of preparing students for the assumption of responsible parenthood and for employment concerned with caring for young children.

### Purpose of Developing Programmed Materials

The purpose of this study was to develop a programmed learning booklet concerned with the care of groups of young children. It was hoped that the booklet would be made available as a teaching and learning aid for use in instructional programs which prepare students to work with young children. The development of a programmed unit concerned with the care of groups of young children is only one small step in bridging the gap of needed materials. With the advent of such material, it is hoped that teachers will be challenged to organize additional individualized learning activities for students.

### Definition of Terms

"Young children" refers to youngsters who are three, four, and five years old.

"Playschool" is a learning situation in the junior and senior high schools in which the secondary home economics students are involved in the study of child development. Young children come to the high school for one to three hours at a time for six to twelve sessions. During playschools the high school students work with the young children, guiding and directing their activities and observing their physical, emotional, and mental development.

"Day care center" is used to describe a facility that provides

supervision for children from infancy through elementary school. Such a facility is usually in operation from early morning to early evening five or six days a week to provide care for children of working parents. Most day care centers are primarily concerned with the physical care of the children, however, some knowledge of children's emotional and mental development by the personnel is desirable. Day care center workers can be prepared in high school occupational classes or post secondary vocational schools as well as with on the job training.

#### Method of Procedure

This writer's background in child development, attained primarily through college courses, interviews with specialists, and available literature were all utilized in gathering material to be included in the developed programmed booklet. Since many ideas from the various sources overlapped, it is difficult to give an individual author or advisor credit for a specific idea. It is hoped, however, that each individual who advised this writer realizes the important role that his contribution played in the development of this programmed learning booklet.

When preparing to write a unit of programmed instruction, it was necessary to develop a criterion for such a program. The three guidelines for developing this program included; (a) level of experience

of the student, (b) reading ability of the student, (c) appropriateness and vitalness of the content. With this in mind, it was decided that in order to serve the most people the initial programmed learning should be geared to students with no previous experience in play-schools or day care centers. In this way the programmed learning could be used for initial exposure by beginning students and for review by more advanced students.

Since the average adult has a reading ability at approximately the eighth or ninth grade level, it was important to keep the reading ability required at or below the ninth grade level.

The original plan was to cover characteristics of three to five-year-olds, playschools and day care centers in general, needed space and equipment, a daily schedule, duties of personnel working with children, and interaction with and observation of young children. It soon became apparent that to completely cover all aspects of play-schools and day care centers would be too exhaustive to the reader as well as the author, so the material included was limited. Since schedules, facilities, and equipment vary widely, they were omitted in favor of a more complete coverage of dealing with children. An attempt has been made to include some characteristics of young children in addition to suggestions for interacting with children in the playschool and day care center situations.

Once the topic had been limited, fourteen guidelines for high

school students working with young children were prepared. These guidelines were distributed to the home economics education staff and selected child development staff at Oregon State University. The guidelines and comments of the professional educators served as a basis for the points to be included in the programmed unit.

An outline of the material, which appears in the appendix, was constructed and the writing of the program was begun. The main headings of the outline served as a basis for the seven separate booklets which comprise the programmed learning material. The booklet titles are: Health and Safety, Atmosphere, Consistency, Achieving Desired Actions, Giving Children Responsibility, Interaction and Acceptance.

In order to reach all students the program was developed in the branched fashion. In most bases a situation is presented followed by three possible courses of action. The student selects the one which he feels is most acceptable and turns to the page which explains his chosen answer. If he is correct he is told to advance to the next base. If an incorrect answer was chosen the student is directed to return and choose another answer. The branched form of programmed instruction was used as it enables each student to go at his own pace, reviewing areas in which basic ideas have been missed. In addition, branched programs are said to be more challenging and interesting to the student.

After one part of the program was completed in rough form, a tenth grade homemaking student reviewed it and offered suggestions.

Mimeographed copies of the completed program were sent to fourteen professionals in education and child development. The professionals included four university home economics education staff members, a child development professor, a university nursery school teacher, two junior high homemaking teachers, two high school homemaking teachers of child development, and three home economics occupational education teachers who teach child care. Eleven of the 14 responded with comments and suggestions for improvements. The secondary and occupational teachers supplied general hints for improvements while the university professors and nursery school teacher responded with specific suggestions.

Ninth grade students involved in a playschool at North Albany Junior High School in Albany, Oregon, were given the opportunity to use the programmed unit. Fourteen students, judged by their teacher to be below average, completed all or parts of the program on a voluntary extra credit basis. The students kept track of their initial response to each base and commented on their impressions of each part of the program. A summary of the correct answers and the students' responses can be found in the appendix.

When three or more students chose an incorrect answer to a

base, it was studied for possible revision. In most cases a change was made, however, there were some instances in which no changes were made as the author felt that the student could learn from making an error. Base 5.8 is a case in which three of ten students chose an incorrect answer yet no significant revisions were made.

#### Base 5.8

In considering the best interests of the children and in helping them learn to make decisions, we can say:

- a) Children should always be given a choice when their health or safety isn't involved.
- b) Children should not be given any choices at a young age.
- c) Children should be given a choice, but only when there is a choice to be made.

The bases immediately preceding Base 5.8 are concerned with giving children choices. Base 5.8 was designed to test the student's ability to make a generalization from the material presented earlier. The explanations for the incorrect answers are written to change misconceptions. For this reason, the author felt that no revisions in Base 5.8 were necessary.

Six of fourteen students made an error on Base 2.2. After careful consideration of the student responses and the professional suggestions, the base was revised.

## Original Base 2.2

Lisa arrives with her mother at playschool for the first time. She clings to her mother and begins to cry when her mother starts to leave. You would:

- a) Ask Lisa's mother to stay for a while until Lisa gets acquainted.
- b) Take Lisa by the hand and show her all the things she can do at playschool.
- c) Send Lisa and her mother home until the next day when Lisa may be ready to stay by herself.

## Revised Base 2.2

Lisa arrives with her mother at playschool for the first time. She clings to her mother and begins to cry when her mother starts to leave. You would:

- a) Ask Lisa's mother to stay for a while until Lisa gets acquainted.
- b) Have Lisa stay and ask her mother to go home.
- c) Send Lisa and her mother home until the next day when Lisa may be ready to stay by herself.

Since both the original "a" and "b" were acceptable answers to the problem under certain conditions, answer "b" was revised to clearly distinguish "a" as the correct answer. The original "b" was

included in the revised explanation accompanying answer "a."

As the program was written, periodic checks of the reading level required were conducted. When the program was complete, ten 100 word samples were selected and analyzed with the Dale-Chall Formula for Predicting Readability (8). The samples were chosen because 100 words appeared in a single base.

The sample sections and their reading level are as follows:

Base 1.0 . . . . .	fifth to sixth grade
Base 2.0 . . . . .	fifth to sixth grade
Base 2.2 b . . . . .	fifth to sixth grade
Before Part III . . . . .	seventh to eighth grade
Base 3.2 b . . . . .	seventh to eighth grade
Base 4.11 . . . . .	seventh to eighth grade
Base 4.14 . . . . .	fifth to sixth grade
Base 5.2 c . . . . .	fifth to sixth grade
Base 6.6 c . . . . .	seventh to eighth grade
Base 7.4 b & 7.4 c . . . . .	fifth to sixth grade

This places the total reading ability required at the sixth to seventh grade level.

The final step before printing the program was a review by an English specialist. With her help corrections in sentence structure, spelling, and punctuation were made.

## CHAPTER II

### REVIEW OF LITERATURE

This review of literature is organized in three separate parts. The first part deals with the various styles of programmed learning and then branches into the merits and controversy surrounding its use. The second portion of the literature review is concerned with the writing techniques necessary for the development of programmed learning. This section is directed toward the beginning programmer. The final section covers sources in the area of child development and playschools, concentrating on children ages three to five.

It is hoped that the reader will be able to integrate all parts of the review of literature in order to obtain a clear picture of the various backgrounds needed to develop programmed learning material in a specific area.

#### Programmed Learning

In the realm of programs, one finds two basic types of programmed materials. Linear programs as promoted by Skinner are the result of laboratory studies based on theory. Easy questions with a constructed response result in few student errors. In this highly regulated type of programming, the method of getting the response is irrelevant as the emphasis is placed on the response

itself. This involves the theory that the correct response will be rewarded and thus learned (7, 10, 36).

Crowder is often associated with branched or intrinsic programmed instruction. This method is based on technique and the idea that the student is likely to stray from the lesson. Thus, it is set up in such a manner that the questions serve as a diagnosis so remedial material can be given promptly (7, 36).

Both types of programmed materials are self-pacing. The pace of linear programs is determined by the student's rate of reading. The amount of intrinsic material covered is dependent on the rate of knowledge absorption of the student (7). Linear programs with a constructed response are the most commonly used programs, probably because most people find them easier to use. In spite of their initial popularity, the current trend is away from the use of linear programs because they have a tendency to be boring to the student, the physical make-up of the program limits the scope of material that can be presented, and the student sometimes finds it difficult to obtain transference. According to Espich and Williams (11), the current trend in programming is toward branched programs. Branched programs are considered to be more challenging and interesting to the student. They also lend themselves to many types of material. A greater difference in student abilities is allowed, as the branching will permit a student to advance as fast as his

capabilities permit (11).

Many authors have studied programmed learning and have pinpointed a variety of pros and cons concerning the use of programmed instructional materials (1, 14, 22, 25, 43). According to Uphaus (43), some of the merits of programmed instruction are as follows: (1) Achievement is possible for each individual; thus, student tension is reduced; (2) Class nuisances are kept busy; (3) The student can recall what he knows and apply it; (4) Student errors can be pinpointed; (5) It is an aid to transfer students, chronic absentees, and those with scheduling problems; (6) Teacher time and effort is saved; (7) It is useful in learning specific skills such as spelling, math, and grammar; (8) Groups of varying sizes and ages can use it successfully; and (9) It is useful in standardizing research as a minimum of personal interaction is necessary.

Abraham (1) states that there is sound evidence of the effectiveness of programmed learning. He adds that it insures more learning gained in less time with a longer retention period. Since each student can be successful at his own rate with an immediate check on his answers, programmed instruction is usually enjoyable and, therefore, plants the seeds of independent study and the desire to learn.

One major objection to programmed instruction is that programs do little to help the student develop problem-solving techniques,

originality, or creativity (43). Other objections include: (1) Students are not likely to gain a wide understanding and appreciation of the subject; (2) There is little individualization in terms of culture and experience; (3) Programmed instruction could become propaganda machines; (4) There is not enough opportunity to develop social skills; (5) Programs will replace teachers; (6) Programs are expensive; and (7) It is hard to get satisfying programs (43). In refuting some of these arguments, Abraham (1) states that there is more conformity in group teaching than in the use of programmed instruction. He also feels that there are some good programs and some poor ones similar to what can be found in a survey of texts. In addition, some of the good programs are available for about one dollar, so expense is not a valid reason for rejecting programs.

In summing up his feelings that programmed materials are limited in the scope of mental activity required, Frey (14, p. 29) concludes:

It is quite possible that programmed learning in its present state of development is not appropriate or adequate to the learning tasks that teachers face, or to the unique abilities that students possess.

Muro (19) refutes Frey by stressing that the limited amount of mental activity required can be overcome with branching programs. Perhaps his most pertinent observation is that programmed instruction is a teaching aid or one avenue of transmitting information, not

the sole approach to teaching. With this in mind, it seems appropriate to focus on the President's Commission on National Goals (1, p. 7) as it discussed programmed instructional materials saying, "Wisely used, they can remove a load from overburdened teachers, and give each student the luxury of a private tutor who proceeds at a pace determined by the student."

Deterline (9) has compiled a variety of articles on programmed instruction. Among the most interesting are the experimental studies dealing with programmed materials. In an article by Pressey (29), it was reported that when students used punchboards to answer multiple choice questions with immediate reinforcement of the answers, there was a significant reduction in the number of errors when it was used a second time. Under ordinary conditions without reinforcement this was not true. In contrast to reading, alone, the punchboard system enabled students to learn faster and retain the information longer.

In a study by Fester and Sapon (13) with students in a college German course, it was found that the students using programmed materials could learn as much in one-half the number of hours as other students spent in class and doing homework. Hosmer and Nolan (19) found the time spent was also cut in half when they did studies of military personnel using scrambled books as compared to regular classroom instruction.

Klaus and Lumsdine (20) conducted a study with 450 subjects using a Skinner type program. All of the students involved used a textbook, class lectures, lab sessions, and television lectures. Some of the students used nothing else; some used workbooks; and some used programmed material. On an achievement test, those using the program scored highest, those using the workbook came in second, and those with no extra materials scored lowest. Even when the scores of subjects who only used parts of the program were included, a significantly higher score was obtained.

Two sixth grade classes in each of two schools in Grosse Pointe, Michigan, were involved in a study of programmed materials (35). With one control class (conventional teaching methods used) and one experimental class (linear programmed text used) in each school, three to five hours of instructional time were allotted during a two week period. Each group was given a pre-test and a follow-up test two weeks after the completion of the material. The results showed that the programmed method was as effective as the conventional. It is interesting to note that with the control group it was possible to predict a good final score if a good pre-test score had been achieved; whereas, this was not true with the experimental group. This leads to Spagnoli's opinion that programmed materials over a specific topic in a short amount of time can be used effectively for enrichment or remedial work.

At Newark State College in New Jersey, Roth studied two classes of undergraduates in freshman general psychology and one graduate class in advanced educational psychology (32). Of the fifty-two students who had a good initial opinion of programmed material, only seven still liked it after they had completed a programmed booklet. The author concludes that: 1) Boredom and repetition lead to dislike. 2) Programs are helpful in acquainting students with the jargon of the subject being studied. 3) Further studies are needed which include investigations of the effect programmed learning plays in harmonious personality growth and individual potentials in a group atmosphere.

Coulson and Silberman (6) in one study and Fry (15) in another study found that multiple choice programs took significantly less time than constructed answer ones. On a final examination it was determined that if the test was completion or essay type, the students who had used constructed answer programs did better. On a multiple choice exam all students did equally well. This becomes significant when students are preparing for standardized exams, such as college entrance examinations. Coulson and Silberman (6) also found that a greater quantity of shorter frames are superior to larger ones. Evans, Glaser, and Homme (12) suggest that there is a maximal number of these smaller steps beyond which further repetition has no appreciable effect.

The majority of the studies agree that programmed materials can be an asset in an instructional program if they are used wisely. Before programmed materials are given to the student, Coleman (5) recommends that the teacher review them. As a follow-up, he suggests group discussions when everyone has read the material. If these two suggestions are followed, the student is more apt to grasp relevant material in the proper prospective.

Programmed materials have gained acceptance slowly by educators, yet they have been accepted far more readily than any other educational innovation in history (16). This, necessarily, leads us to the need of developing more and better programs in order that full advantage can be taken of the interest in programmed instruction.

### Developing Programmed Materials

To the uninitiated, writing programmed materials may seem relatively easy. Those who have tried know that this is not true. Markle (23) notes that the beginner is apt to be irrelevant, to lecture, to include copy frames, to give too many prompts, and to use a poor selection of alternatives.

Burgett developed a sequence of steps leading to a completed program (4). They include; (1) defining the objectives; (2) preparation of a content outline; (3) writing of the first draft, with emphasis on the progression of material; and (4) after the program is written,

review by programmers, subject matter specialists, and students who would be using the program.

From the emphasis given it by various authors (4, 11, 23, 39) it seems that analysis of the material is of utmost importance. Analysis enables the programmer to determine what is relevant and what is not. Limited space in the program also plays a role in deciding what is necessary to include and what could be eliminated. A good progression of what is most important to include is what the student must know, then what he should know, and finally what he could know (39). If a programmer is able to successfully analyze the material and include a relevant, clear explanation; he is doing well. Gleason (16) emphasizes that one of the greatest contributions of programmed instruction is that it points out the need of a systematic analysis of the teaching-learning process and the determination of the most effective teaching methods.

A most complete guide to help a new programmer has been written by Espick and Williams (11). Developing Programmed Instructional Materials covers the type of programs--listing advantages and disadvantages of each, construction techniques, suggestions for page layout, and testing of the completed program. In addition to suggestions and rules, the new programmer needs examples of how various techniques are actually used in a program. This writer found A Programmed Primer on Programing (24),

Descriptive Statistics: A Programed Textbook (17), and How to Prepare Instant Air Force Wives (40) very helpful when reviewing various program styles.

Just as an article or a textbook reflects the author's viewpoint and personality, so does a programmed booklet. Suggestions and techniques can be gleaned from others, but each final product will retain the uniqueness of its author.

### Child Development

Childhood and Adolescence (37) covers the physical, mental, and emotional development of children. While it does not offer specific suggestions for dealing with groups of youngsters, it paints a picture of what a child is like at each stage of development. Good Schools for Young Children (18) and The Nursery School, A Human Relationships Laboratory (30) both carry the child into his first experiences with a group of children in an organized situation. Hammond, Dales, Skipper, and Witherspoon (18) concentrate on the curriculum of the school while Read (30) places emphasis on helping the child adjust to the new situation. Limits, feelings, routines, intellectual development, and group relationships are also covered. Taylor (38) in A Child Goes Forth covers the curriculum of a pre-school exceedingly well. Included are subjects from schedules to songs and finger plays to science experiments to recipes for dough.

A complete bibliography for each section of curriculum is also included.

Many authors (2, 3, 10, 26, 31, 46) have written on the subject of playschools. Such material as how to organize a playschool, duties of high schoolers, equipment, and daily routine are included.

Observation of Children in a Home Economics Program by Wood (46) is one of the most complete and well written of the group.

The Play Schools Association (28) has published a catalogue of supplies for play centers. This, coupled with an Ohio State Agriculture Extension Service bulletin (45) which offers suggestions for creative materials found in the home, can be used as a stepping off point from which to gather equipment and play items.

Two good guides for educating personnel to work with young children are available. The Child Day-Care Center Worker (41) and Guidelines for Teaching: Preschool Assistant, Child Development Center Assistant, Early Childhood Assistant, Preschool Children's Assistant (44) both are concerned with teaching techniques, guidance, and the "whys" behind children's actions.

No matter what resources and methods are employed to help prospective child care workers understand their duties, the ultimate goal remains the same. This is the goal of rearing children into a happy, productive adulthood. If one more text or programmed booklet will help, then it is needed. As a senior high school student

observed:

Children are people, not machines to manipulate into a well-run schedule. Rather, they are human beings to love and guide. They are getting their first taste of school, and how we handle the situation is a crucial factor in their opinion of school throughout their lives (10, p. 11).

## CHAPTER III

## SUMMARY

A need for more child care facilities has placed a demand for educated personnel to man the facilities. This, in turn, has pointed out the need for additional materials for use in the education of child care personnel as well as in the preparation of students for responsible parenthood.

In an attempt to help fill the void of materials, this writer has developed a programmed instructional unit on working with young children. The three criteria for the programmed unit included; (a) level of experience of the student, (b) reading ability of the student, (c) appropriateness and vitality of the content. With the criteria in mind, the program was geared to students with no previous experience with groups of young children. The reading ability required averaged sixth to seventh grade level with none of the sample sections requiring more than the average adult's reading ability of eighth to ninth grade level. The content was chosen to reveal characteristics of young children, as it provided information on interacting with groups of youngsters.

It is recognized by this author that not every situation which may be deemed important could be included in the programmed unit. In addition, the suggestions for action in the various situations are not

universally agreed upon, but they are the opinions of this author and her advisors. Finally, some of the suggested procedures are for use with groups of young children at a facility away from home. This implies that certain methods utilized may not be appropriate with single children in the home situation. However, most can be used successfully with single children as well as with groups.

The program is designed to be versatile for use in the classroom. The separate booklets allow individual parts of the program to be used as well as allowing the program to be used in its entirety. The programmed unit could be used to initially expose students to working with young children, as a review for more advanced students, and as a reference when information in a specific area is needed. To accomplish any of the above suggestions for use, the program can be utilized in independent study, as a homework assignment, or as make-up work for absentee students.

The completed program naturally can not cover every possible situation, yet it is hoped that the information included can serve as a basic guide to students as they develop attitudes and interact with young children.

## BIBLIOGRAPHY

1. Abraham, Willard. Programmed instruction--its time for a serious look. *Arizona Teacher* 55:6-7. Nov. 1966.
2. Bigej, Beth. Consultant, Montana. Basic needs of young children. General rules for play school. [Corvallis, Oregon State University] Oregon Homemaking Teachers Conference, Aug. 1965. n. p. (Mimeographed)
3. Bigej, Beth. Consultant, Montana. Daily duties. [Corvallis, Oregon State University] Oregon Homemaking Teachers Conference, Aug. 1965. n. p. (Mimeographed)
4. Burgett, Donald Covel. Writing a unit of programmed instruction and determining its effectiveness. Master's thesis. Ithaca, Cornell University, 1967. 164 numb. leaves.
5. Coleman, Robert. Programmed instruction in vocational education. *Education* 87:140-144. 1966.
6. Coulson, J. E. and H. F. Silberman. Effects of three variables in a teaching machine. In: *An introduction to programmed instruction*, ed. by William Deterline, Englewood Cliffs, N. J., Prentice-Hall, 1962. p. 58-59.
7. Crowder, Norman A. On the differences between linear and intrinsic programming. *Phi Delta Kappan* 44:250-254. 1963.
8. Dale, Edgar and Jeanne S. Chall. A formula for predicting readability. Columbus, Ohio State University, Bureau of Educational Research, n. d. 28 p. (Reprinted from the *Educational Research Bulletin*. Vol. 27. Jan. 21 and Feb. 17, 1948, p. 11-20 and 37-54)
9. Deterline, William. *An introduction to programmed instruction*. Englewood Cliffs, New Jersey, Prentice-Hall, 1962. 131 p.
10. Eisenstein, Leonore Honig. Using playschools to teach child development. *Practical Forecast* 10:10-11. Jan. 1965.
11. Espich, James E. and Bill Williams. *Developing programmed instructional materials*. Palo Alto, Fearon, 1967. 138 p.

12. Evans, J. L., R. Glaser and L. E. Homme. A preliminary investigation of variations in the properties of verbal learning sequences of the "teaching machine." In: An introduction to programmed instruction, ed. by William Deterline, Englewood Cliffs, N. J., Prentice-Hall, 1962. p. 59-60.
13. Fester, C. B. and S. M. Sapon. An application of recent developments in psychology to the teaching of German. In: An introduction to programmed instruction, ed. by William Deterline, Englewood Cliffs, N. J., Prentice-Hall, 1962. p. 58.
14. Frey, Sherman H. The case against programmed learning. Clearing House 40:27-29. 1965.
15. Fry, E. B. A study of teaching machine response modes. In: An introduction to programmed instruction, ed. by William Deterline, Englewood Cliffs, N. J., Prentice-Hall, 1962. p. 589-59.
16. Gleason, Gerald. Will programmed instruction serve people? Educational Leadership 23:471-479. 1966.
17. Gotkin, Lassar G. and Leo S. Goldstein. Descriptive statistics: a programmed textbook. Vol. 1. New York, John Wiley, 1964. 255 p.
18. Hammond, Sarah Lous, Ruth J. Dales, Dora Sikes Skipper and Ralph L. Witherspoon. Good schools for young children. New York, MacMillan, 1963. 397 p.
19. Hosmer, C. L. and J. A. Nolan. Time saved by a tryout of automatic tutoring. In: An introduction to programmed instruction, ed. by William Deterline, Englewood Cliffs, N. J. Prentice-Hall, 1962. p. 58.
20. Klaus, D. J. and A. A. Lumsdaine. An experimental field test of the value of self-tutoring materials in high school physics: an interim report of progress and preliminary findings. In: An introduction to programmed learning, ed. by William Deterline, Englewood Cliffs, N. J., Prentice-Hall, 1962. p. 61-62.
21. Knowles, Caroline, Wanda Kuplinska, Evelyn Miller, Mary Salee and Evelyn Thiele. Child development. Report of the National Conference on the Teaching of Child Development in High School Homemaking Programs, Washington, D. C., Jan. 24-28, 1949. 4 numb. leaves. (Mimeographed)

22. A look at programmed instruction. *Illinois Teacher* 5:190-192. 1961.
23. Markle, Susan Meyer. *Good frames and bad: a grammar of frame writing*. New York, John Wiley, 1964. 278 p.
24. Markle, Susan Meyer, Lewis D. Eigen and P. Kenneth Komoski. *A programmed primer on programming*. Vol. 1. New York, Center for Programmed Instruction, 1961. 24 p.
25. Muro, James J. *Programmed instruction: a positive point of view*. *Clearing House* 40:493-495. 1966.
26. Oregon. State Board for Vocational Education (Salem) and Oregon State College (Corvallis). *The play school as a child development laboratory in the high school*. Appendix 3 to State of Oregon homemaking education for secondary schools. 1937. 17 numb. leaves. (Mimeographed)
27. Parry, Scott B. *To err is human . . . and sometimes desirable*. *Phi Delta Kappan* 44:258-160. 1963.
28. Play Schools Association. *Suggested list of equipment and supplies for children of school age in play centers*. New York, n. d. 5 p.
29. Pressey, S. L. *Development and appraisal of devices providing immediate automatic scoring of objective tests and concomitant self-instruction*. In: *An introduction to programmed instruction*, ed. by William Deterline, Englewood Cliffs, N. J., Prentice-Hall, 1962. p. 57.
30. Read, Katherine H. *The nursery school, a human relationships laboratory*. Philadelphia, W. B. Saunders, 1966. 371 p.
31. Rosenquist, Janet and Kathleen Frei. *Using playschools to teach child development*. *Practical Forecast* 10:11. Jan. 1956.
32. Roth, Robert Howard. *Student reaction to programmed learning*. *Phi Delta Kappan* 44:278-281. 1963.
33. Sava, Samuel G. *When learning comes easy*. *Saturday Review*, Nov. 16, 1968, p. 102-104.
34. Schaffer, Ruby E. *Child care test*. n. d. 7 numb. leaves. (mimeographed)

35. Spagnoli, Joseph. An experience with programmed materials. *The Journal of Educational Research* 58:447-448. 1965.
36. Stake, Robert E. The teaching machine: tool of the future or passing fancy. *Phi Delta Kappan* 44:247-249. 1963.
37. Stone, L. Joseph and Joseph Church. *Childhood and adolescence*. New York, Random House, 1957. 456 p.
38. Taylor, Barbara J. *A child goes forth*. Provo, Brigham Young University, 1966. 132 p.
39. Thomas, C. A., I. K. Davies, D. Openshaw and J. B. Bird. *Programmed learning in perspective*. Chicago, Educational Methods, 1963. 183 p.
40. U. S. Air Force. Officer Training School. *How to prepare instant Air Force wives*. 1968. 72 p.
41. U. S. Department of Health, Education and Welfare. Office of Education. *Manpower development and training program. The child day-care center worker*. 1963. 36 numb. leaves. (Mimeographed)
42. U. S. Department of Labor. Wage and Labor Standards Administration. *Report of a consultation on working women and day care needs*. Washington, D. C., June 1, 1967. 86 p.
43. Uphaus, Ruth M. *Programmed instruction, some pros and cons*. *Arizona Teacher* 54:14-15. Jan. 1966.
44. Washington. State Division of Vocational Education. Home and Family Life Section. *Guidelines for teaching: preschool assistant, child development center assistant, early childhood assistant, preschool children's assistant*. Olympia, 1967. 45 p.
45. Weed, Florence Collins. *Learning to live through play*. Columbus, 1945. 47 p. (Ohio State University. Agriculture Extension Service. Bulletin 212)
46. Wood, Mildred Weigley. *Observation of children in a home economics program*. Phoenix, Arizona State Department of Vocational Education, Home Economics Division, n. d. 78 p.

## APPENDIX

## OUTLINE OF PROGRAMMED MATERIAL

- I. The children's health and safety is of utmost importance.
  - A. Use foresight to prevent accidents.
  - B. Stop children's actions when necessary for safety.
  
- II. A friendly, secure atmosphere is important.
  - A. A good atmosphere allows for the acceptance of each child.
  - B. Appropriate equipment, praise and understanding contribute to a friendly atmosphere.
  
- III. Consistency is vital.
  - A. Discipline is a constant job.
  - B. Keep promises and follow through.
  
- IV. Achieving desired actions from young children requires special techniques.
  - A. Use positive suggestions.
  - B. Change behavior by redirection consistent with the child's interest.
  - C. Physical punishment is not a good way to achieve actions.
  - D. Physical deprivations should only be used in a quiet, reasonable way accompanied by a clear explanation.
  - E. Give a child time to do things.

- F. Give a child warning before an activity is to end.
- G. Be patient.

V. Giving children responsibility is important.

- A. How can I help a child to help himself?
- B. Give a child minimum help in order to encourage his independence, but give help when it is needed.
- C. Encourage children to help each other.
- D. Give a child responsibility that he can handle.
- E. Let a child have a choice, but only when there is an honest choice to be made.

VI. Adults can guide the interaction between children and adults.

- A. Sit or squat at the child's level when talking to him.
- B. The tone of your voice is as important as what you say.
- C. Show confidence in a child's abilities.
- D. Encourage a child's initiative.

VII. Show acceptance of children.

- A. Allow the child to express both positive and negative feelings.
- B. Listen to what a child has to say and convey your acceptance.
- C. You can accept the child and reject his actions at the same time.

## STUDENT RESPONSES TO ORIGINAL PROGRAMMED UNIT

Base	Number of responses to Choice A	Number of responses to Choice B	Number of responses to Choice C	Base	Number of responses to Choice A	Number of responses to Choice B	Number of responses to Choice C
1.0	0	14*	0	4.11	1	11*	0
1.1	13*	0	1	4.12	0	11*	1
1.2	0	0	14*	4.13	0	5	7*
1.3	13*	1	0	4.14	1	10*	1
1.4	4	5*	5	4.15	0	0	12*
2.0	0	13*	1	5.0	1	9*	0
2.1	all acceptable			5.1	all acceptable		
2.2	8*	6	0	5.2	0	0	10*
2.3	0	5	9*	5.3	10*	0	0
2.4	1	1	12*	5.4	8*	2	-
2.5	0	14*	0	5.5	10*	0	0
3.0	11*	1	0	5.6	1	3	6*
3.1	0	2	10*	5.7	0	10*	0
3.2	1	11*	0	5.8	3	0	7*
3.3	0	11*	1	6.0	0	10*	0
3.4	11*	0	1	6.1	all acceptable		
3.5	11*	0	1	6.2	2	7*	0*
3.6	4	6*	2	6.3	8*	2	0
3.7	all acceptable			6.4	all acceptable		
4.0	1	1	10*	6.5	1	7*	2
4.1	12*	0	0	6.6	2	1	7*
4.2	0	0	11*	6.7	8*	0	1*
4.3	all acceptable			6.8	7*	3	-
4.4	1	11*	0	7.0	0	0	8*
4.5	0	1	11*	7.1	0	8*	0
4.6	1	11*	0	7.2	7*	0	1
4.7	11*	0	1	7.3	1	0	7*
4.8	11*	0	0	7.4	1	7*	0
4.9	12*	0	-	7.5	6*	1	1
4.10	10*	1	0	7.6	0	0	8*

\* indicates correct response

Note: Due to revision the bases shown on this chart do not correspond to the program presented in Part II of this thesis.

## STUDENT PROGRAM EVALUATION

Your grade last semester in Social Studies \_\_\_\_\_

Your grade last semester in Homemaking \_\_\_\_\_

Part \_\_\_\_\_

Base      Fill in the letter of your first answer for each Base.

.0 _____	.5 _____	.9 _____	.13 _____
.1 _____	.6 _____	.10 _____	.14 _____
.2 _____	.7 _____	.11 _____	.15 _____
.3 _____	.8 _____	.12 _____	.16 _____
.4 _____			

1. Have you used programmed learning before?
2. Was this program interesting to you? Explain.
3. Did you find this program boring?
4. Did you learn anything new about working with young children?  
If so, what?
5. The thing I like best about this program is . . .  
because . . .
6. The thing I like least about this program is . . .  
because . . .
7. If I was just starting to learn about young children, I (would)  
(would not) like to use this program.

PART II

WORKING WITH YOUNG CHILDREN

## WORKING WITH YOUNG CHILDREN

Copyright by Paula Jo Brown, 1970

Base 4.9 a

- a) Go outside with Nancy and have her race around the play area.

Good choice! Nancy must need to get rid of some extra energy. By taking her outside she'll be able to use her energy without disturbing the other children's play.

Go on to Base 4.10.

To the teacher. . .

This unit of programmed learning is designed for students who are preparing to work in a playschool or who are enrolled in an occupational program concerned with children aged three to five. It is strongly recommended that students using this program observe and/or participate with groups of young children. In addition, it is vitally important that some coverage of theory as well as the techniques found in this program be included in any study of children. All of the information needed to prepare for effective supervision of young children could not be included in this program; however, it is hoped that the information included will serve as a basis for the development of a satisfying experience with young children.

Base 4.9 b

b) Have Nancy build with the blocks.

Whoops! Building with blocks won't help Nancy use her extra energy. Her current interest seems to be in physical activity. Remember current interest is what you need to work with in suggesting new activities.

Try a new answer from Base 4.9.

To the student. . .

This booklet of programmed instruction is to help you learn how to work with groups of young children. As you work through this booklet, you may have some questions. Talk over any problem areas with your teacher and other students to gain a better understanding of working with children.

Base 4.9 c

c) Make Nancy sit quietly in the corner.

Sorry. You may not be able to make Nancy sit quietly. Besides, her current interest is in physical activity so any new activity needs to be directed that way.

Choose another answer from Base 4.9.

WORKING WITH YOUNG CHILDREN

Part I

Health and Safety

Base 4.10

One good way to change a child's activity or behavior is

\_\_\_\_\_ (you fill in the answer).

Turn the page.

Instructions . . .

This program is made up of a number of different "bases". To help you understand what a base is think of it as a trunk of a large tree. When you want to climb the tree, you find that there are three possible branches to use as footholds; but only one branch will allow you to climb higher. Since leaves block your view, you must try each branch to see if it is the one which will let you climb. If the first one you try is not the correct branch, you must return to the trunk before trying a new branch. When you find the correct branch, you reach a new, higher portion of the trunk and are able to look for another branch to act as a foothold to the top of the tree. In this program each base with just a number after it (ex. Base 1.0) is like the trunk of the tree; but instead of having branches to climb, the base has

Base 4.10  
answers

Did you say something like "suggest a new activity consistent with the child's interest"? Then you're right! Proceed to Base 4.11.

If you said something different, you may be right too. But you may need a quick review. (Check with your teacher if you have a question about your answer.) Turn back to Bases 4.5, 4.6, 4.7, 4.8, and 4.9 for a quick review. Then continue with Base 4.11.

three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 1.0 c) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program, like climbing a tree, conquering each step as you go.

The answer pages directly follow the base page in the order of the answers--a, b, and c; so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part I, Base 1.0.

#### Base 4.11

As you may have noticed, physical punishment hasn't been suggested as a way to change a child's behavior. Physical punishment may work to stop an action, but it isn't effective in the long run. It only convinces the child that physical force is power; and that if you are big, you can get away with it.

Peter keeps running into the other children on his trike. It would be best to:

- a) Help him stay off the trike for a while
- b) Spank him lightly and keep him off the trike.
- c) Spank him.

## Base 1.0

When working as a helper with young children and supervising them in the playschool or day care center, they are your responsibility. It is your job to see that the children are kept safe. To keep children from hurting themselves think ahead and remove or carefully supervise objects which might be dangerous.

Before the children arrive for the day, you notice a nail is sticking out from the painting easel. You would:

- a) Report the nail to the other helpers so they will be careful.
- b) Report the nail to the teacher so she can decide what to do.
- c) Tell no one. It is not your job.

If you chose a, turn the page to Base 1.0 a.

If you chose b, turn two pages to Base 1.0 b.

If you chose c, turn three pages to Base 1.0 c.

## Base 4.11 a

- a) Help him stay off the trike for awhile.

A good answer! The punishment won't cause Peter physical discomfort and is directly related to his action. With this action you are helping him to learn, not just stopping his current behavior.

Continue with Base 4.12.

## Base 1.0 a

- a) Report the nail to the other helpers so they will be careful.

Not quite right. Your concern is well directed, but the other helpers may not be able to take care of the dangerous situation.

Return to Base 1.0 and choose a new answer.

## Base 4.11 b

- b) Spank him lightly and keep him off the trike.

Not quite. Not letting him play on the trike is a good idea, but spanking isn't. The spanking won't help Peter in the long run. It'll only help to relieve your frustrations with Peter. Even a light spanking is symbolic of your force and gives the idea that physical force is power.

Try again at Base 4.11.

Base 1.0 b

- b) Report the nail to the teacher so she can decide what to do.

You've chosen the right answer! When you see a dangerous situation, help to remove it. Remember, though, the teacher is in charge and needs to know what is happening at all times.

Turn to Base 1.1 and continue.

Base 4.11 c

- c) Spank him.

As appealing as this is, it isn't the answer. You want the behavior corrected permanently, not just once. Remember, physical force doesn't usually result in learning.

Choose again at Base 4.11.

c) Tell no one. It is not your job.

Whoops! It is your responsibility to report a dangerous situation. Remember the children are in your care, and their health and safety is very important.

Go back to Base 1.0 for another try.

Fred is shaking the pet rabbit. To help him understand how the rabbit feels you should:

- a) Shake Fred.
- b) Discuss how it would feel if you were to shake him.
- c) Put Fred in a cage made of chairs.

## Base 1.1

After the teacher knows about the nail sticking out of the easel, she would be likely to have you or another helper:

- a) Put the easel away and let the children paint on a table.
- b) Leave the easel in place, but watch carefully so no one hurts himself on the nail.
- c) Try to pound in the nail with your shoe.

## Base 4.12 a

- a) Shake Fred.

Afraid not. Shaking Fred is a form of physical punishment. Remember in the long run physical punishment isn't effective.

Try again at Base 4.12.

## Base 1.1 a

- a) Put the easel away and let the children paint on a table.

You are right! The change is the safest one, and the children may welcome the chance to paint in a different place.

Go on to Base 1.2.

## Base 4.12 b

- b) Discuss how it would feel if you were to shake him.

The best choice. Often an explanation is all that is needed to help a child realize that his action is undesirable. It's a good idea to include in the explanation that the rabbit doesn't like to be shaken. Punishing Fred physically wouldn't help him understand why he shouldn't shake the rabbit. Always remember that physical force is not power.

Hop on to Base 4.13.

Base 1.1 b

- b) Leave the easel in place, but watch carefully so no one hurts himself on the nail.

The idea is a good one, but not very practical. With so many things happening it would be difficult to guard the nail every minute. And remember, too, children move quickly; and you might not be able to keep them from injury even if you were constantly watching.

Return to Base 1.1 and choose another answer.

Base 4.12 c

- c) Put Fred in a cage made of chairs.

Whoops. It may make Fred feel like a rabbit, but it won't help him understand why he shouldn't shake the rabbit. Being put in a cage isn't exactly physical punishment, but you've failed to make your point if you use it.

Try again with a new answer from Base 4.12.

## Base 1.1 c

- c) Try to pound in the nail with your shoe.

Sorry, but you aren't the custodian! Your concern in removing the hazard from the children is right, but your safety is important, too. If you have a hammer, you would probably want to use it to pound in the nail. If not, a shoe doesn't make a good hammer; so it's best to wait for the man with the proper tool.

Go back to Base 1.1 and try again.

## Base 4.13

Usually, the most effective way to discipline a child is physical deprivation. (Physical deprivation means to take away or to deny an object.) This should only be used in a quiet, reasonable way accompanied by a clear explanation.

An example of a suitable physical deprivation would be:

- a) Denying lunch to Sally when she throws clay repeatedly.
- b) Taking the clay away from Sally when she throws it repeatedly.
- c) Later taking a trike away from Sally when she throws clay repeatedly.

## Base 1.2

You are supervising the block play area. Anne has been playing quietly, but suddenly picks up a block and aims it at Mark. You should:

- a) Not interfere as she probably won't hit him.
- b) Tell the teacher immediately.
- c) Stop Anne from throwing the block.

## Base 4.13 a

- a) Denying lunch to Sally when she throws clay repeatedly.

No! You've chosen a physical deprivation but not a suitable one. Skipping lunch would not be good for Sally's health. Also, the punishment doesn't directly relate to her action.

Retreat to Base 4.13 for another try.

## Base 1.2 a

- a) Not interfere as she probably won't hit him.

No, not in this case. Anne may not throw the block; but if she does, Mark or someone else may be hurt. You are responsible for all the children's safety. Foresight can prevent injuries.

Try a different answer from Base 1.2.

## Base 4.13 b

- b) Taking the clay away from Sally when she throws it repeatedly.

Correct! This is a physical deprivation. It is important to note that it is directly related to the action. In addition to taking the clay away, you should talk to Sally about why she lost her turn with it.

Move on to Base 4.14.

## Base 1.2 b

- b) Tell the teacher immediately.

Sorry, not this time. Anne would have plenty of time to throw the block by the time you reached the teacher. Remember, the health and safety of the children is your first consideration.

Choose another answer from Base 1.2.

## Base 4.13 c

- c) Later taking a trike away from Sally when she throws clay repeatedly.

Sorry! This is a physical deprivation, but not a suitable one. The punishment isn't directly related to the action. Also, if you wait until later to punish, Sally may have forgotten what she did, making learning practically impossible.

Try again at Base 4.13.

## Base 1.2 c

- c) Stop Anne from throwing the block.

Right you are! Your main concern in this case is with the safety of Mark. You can't take the chance that Anne won't hit him or someone else. You probably wouldn't have time to tell the teacher and still prevent an injury. You are on your own this time. In Part IV, Base 4.14 you'll find out some ways to stop Anne from throwing the block.

You are ready for Base 1.3.

## Base 4.14

Remember when Anne was about to throw a block at Mark?

(Base 1.2) By now you probably have some idea how to stop her. You might suggest a new activity consistent with her interest; you might deprive her of the blocks; or you might tell her that she shouldn't throw the block. Remembering that Mark's safety is of utmost importance you would:

- a) Ask Anne to put down the block.
- b) Suggest that the block would make a good base for building a store.
- c) Place your hand on the block and explain, "Blocks are for building."

## Base 1.3

Cathy is enthusiastically finger painting in the art corner. She is unaware that she is getting more paint on her smock than on the paper. You should:

- a) Say nothing and let her continue painting as she is.
- b) Suggest that she try to paint on the paper.
- c) Take the paper away and not let her paint until she can do it right.

## Base 4.14 a

- a) Ask Anne to put down the block.

Probably not the best answer. She may not follow your request and throw the block anyway.

Think how you can best keep anyone from getting hurt as you return to Base 4.14 for a new answer.

## Base 1.3 a

- a) Say nothing and let her continue painting as she is.

This is the very best answer. You may not like the fact that Cathy is not being very neat with her painting, but her safety is not at stake. She may need to really feel the paint to learn all about it. If the paint is going through the apron and soiling her clothes, the situation changes and it becomes your responsibility to help Cathy keep her clothes clean.

Move ahead to Base 1.4

## Base 4.14 b

- b) Suggest that the block would make a good base for building a store.

This may work, but it may not. If Anne doesn't want to build a store, she could go ahead and throw the block.

Keeping in mind that safety is of utmost importance, return to Base 4.14 for another try.

## Base 1.3 b

- b) Suggest that she try to paint on the paper.

Your answer isn't the best. A suggestion might get Cathy to change her way of painting, but it isn't necessary unless the paint is soiling her clothes. Cathy may not feel the need to paint in the way you think is best. Since she isn't hurting anyone, there is no good reason to force her to paint on the paper.

Go back to Base 1.3 and choose again.

## Base 4.14 c

- c) Place your hand on the block and explain, "Blocks are for building."

The best answer. By placing your hand on the block, Anne is stopped from throwing the block, and Mark is kept safe. This, coupled with a positive explanation, will help Anne learn that blocks are never to be thrown.

Advance to Base 4.15.

## Base 1.3 c

- c) Take the paper away and not let her paint until she can do it right.

Sorry, but Cathy's idea of painting may not be the same as yours. How can she learn to paint if you take the paper away and don't let her practice?

Try a new answer from Base 1.3.

## Base 4.15

When working with children, you will find that time is important. Children need time to do things.

If you expect Susy to pick up her toys when she finishes playing, you should:

- a) Help her if she "fiddles" around.
- b) Give her time to pick them up by herself.
- c) Stand over her and tell her to hurry.

## Base 1.4

James is stringing noodles as part of his art work. You notice that he is eating the noodles. You should:

- a) Let him continue stringing noodles and eating as he may need to eat some to learn about noodles.
- b) Stop him from eating the noodles.
- c) Suggest that after a few more bites he'll have had enough.

## Base 4.15 a

- a) Help her if she "fiddles" around.

Not quite. There are times when you might want to help, but as a rule--no. If she is to learn to pick up things herself, she needs to do it alone.

Try again at Base 4.15.

## Base 1.4 a

- a) Let him continue stringing noodles and eating as he may need to eat some to learn about noodles.

Sorry, you are on the wrong track. The other children have probably had their fingers on the noodles, leaving germs behind. This is a case where the child's health is involved, not just the need to explore.

Return to Base 1.4 and choose another answer.

## Base 4.15 b

- b) Give her time to pick them up by herself.

Right! If she has enough time, she can do the job. Young children are often slower than we'd expect. You must learn how to do something before you can learn to do it fast. And, too, there are many interesting things to distract children's attention so it takes them longer to accomplish some tasks. Allowing time for activities helps learning and saves your nerves.

Go to Base 4.16.

Base 1.4 b

b) Stop him from eating the noodles.

Good answer! The child's health may be affected if he eats noodles that others have handled, so it is your job to see that he doesn't.

You are now ready for a new part of the program.

Base 4.15 c

c) Stand over her telling her to hurry.

Afraid not. Remember, children need time, not just "hurry words" to accomplish tasks. Hurrying a child frustrates them and you.

Return to Base 4.15 for another try.

## Base 1.4 c

c) Suggest that after a few more bites he'll have had enough.

Almost, but not quite. The noodles may have other children's germs. Since the child's health is involved, a suggestion may not be enough to protect him. There are times when a child is eating something that isn't harmful when a suggestion to stop after a few more bites might be a good one.

This time, though, you'll need to choose a new answer from Base 1.4.

## Base 4.16

A last word . . . You need to be patient. Children are still learning how to do things and what is expected of them. Given time and practice, they will learn. For happier children and a happier you . . . BE PATIENT!!

You are ready for the next part.

WORKING WITH YOUNG CHILDREN

Part II

Atmosphere

WORKING WITH YOUNG CHILDREN

Part V

Giving Children Responsibility

## Instructions. . .

In this program each base with just a number after it (ex. Base 2.0) asks a question and gives three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 2.0 b) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program one step at a time. The answer pages directly follow the base page in the order of the answers so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part II, Base 2.0

## Instructions . . .

In this program each base with just a number after it (ex. Base 5.0) asks a question and gives three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 5.0 b) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program one step at a time. The answer pages directly follow the base page in the order of the answers so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part V, Base 5.0.

## Base 2.0

Just as you feel and act differently in different atmospheres, so do young children. Being in a friendly, secure place is important. Part of your duty will include making the playschool or day care center an enjoyable place. Before we see how to have an enjoyable place, we need to decide what is meant by a "friendly, secure atmosphere."

A "friendly, secure atmosphere" is:

- a) A place where everyone does everything he wants to do.
- b) A place where you are shown how to do what is necessary, but not made to feel badly if you don't do it right from the beginning.
- c) A place where everyone says, "Hi" and smiles a lot.

If you chose a, turn the page to Base 2.0 a.

If you chose b, turn two pages to Base 2.0 b.

If you chose c, turn three pages to Base 2.0 c.

## Base 5.0

Young babies are very dependent on others. People must feed them, keep them warm and dry, and entertain them. Children three to five are no longer babies, but they aren't able to take care of themselves alone. They are learning to be independent, and you can help.

Suppose Mark is struggling to zip his coat. You might:

- a) Zip it for him.
- b) Hold the bottom of the coat, start the zipping, and let him finish it.
- c) Let him zip the coat alone.

If you chose a, turn the page to Base 5.0 a.

If you chose b, turn two pages to Base 5.0 b.

If you chose c, turn three pages to Base 5.0 c.

## Base 2.0 a

- a) A place where everyone does everything he wants to do.

Opps! A place like this would be nice, but only if you were the only one there! You've probably heard that your right to swing your arm ends where my nose begins. Part of living with other people is developing a sense of responsibility and respect for their rights and belongings.

Go back to base 2.0 and choose again.

## Base 5.0 a

- a) Zip it for him.

This is a hard one! You need to encourage Mark to zip it by himself if he can. If it's too hard for him, you should offer to help. You'll need to use your own judgment. Look at all the answers for Base 5.0 again as they can all be correct at different times.

Turn to base 5.1.

## Base 2.0 b

- b) A place where you are shown how to do what is necessary, but not made to feel badly if you didn't do it right from the beginning.

You've chosen the best answer! Being shown and not being made to feel guilty are only two of the things that go into a friendly atmosphere; but chances are that if someone shows you instead of orders you and understands your feelings, other friendly things will be there, too.

Proceed to Base 2.1.

## Base 5.0 b

- b) Hold the bottom of the coat, start the zipping, and let him finish it.

This would be the answer in most cases. You can help some until the child is able to do the zipping by himself. If it causes the child to become frustrated, you'll probably need to do the zipping. He at least attempted enough to become frustrated. There are times, too, when the child should be allowed to zip alone. You'll have to use your own judgment.

Go on to Base 5.1.

Base 2.0 c

c) A place where everyone says, "Hi" and smiles a lot.

Your idea is right, but doesn't go far enough. A friendly smile and "Hi" will help set the stage for a friendly, secure atmosphere; but if someone begins ordering you around soon after the "Hi," you're likely to lose the original friendly feeling.

Return to Base 2.0 for another answer.

Base 5.0 c

c) Let him zip the coat alone.

This could be the answer sometimes. If the child seems able to zip alone, then he should be allowed to do so. If the child is frustrated, it would be better for you to help him zip or do the zipping yourself. You'll have to use your own judgment.

Turn to Base 5.1.

## Base 2.1

Something else that would help make a friendly atmosphere at playschool or a day care center is:

- a) Having toys and activities suited to three to five-year-olds.
- b) Praise for good work and effort.
- c) The understanding that young children often need time to get acquainted before they feel comfortable.

## Base 5.1

You aren't the only one who can help a child when he needs it. Other children can be a big help. In addition to helping the child who needs it, it gives the helpers a feeling of satisfaction.

A child could help another by:

- a) Lifting a box.
- b) Pushing a swing.
- c) Cleaning up a mess.

## Base 2.1 a

- a) Having toys and activities suited to three to five-year-olds.

You chose a right one! Go back and look at all the answers for Base 2.1 as they are all correct.

Proceed to Base 2.2.

## Base 5.1 a

- a) Lifting a box.

Sure he could. All of the answers are correct so glance at them again. Encourage children to help each other whenever possible. This frees your time and builds cooperation among the children.

Advance to Base 5.2.

## Base 2.1 b

b) Praise for good work and effort.

How right you are! But wait--all answers are correct so you'd better look again at Base 2.1.

Then go on to Base 2.2.

## Base 5.1 b

b) Pushing a swing.

Right. Check the other answers as they are right, too.

Encourage children to help each other whenever possible. This frees your time and builds cooperation among the children.

Proceed to Base 5.2.

## Base 2.1 c

- c) The understanding that young children often need time to get acquainted before they feel comfortable.

You have chosen a right answer. Review all the answers in Base 2.1 as they are all correct.

Next go on to Base 2.2.

## Base 5.1 c

- c) Cleaning up a mess.

Correct. Check the other answers again as they are correct, too. Encourage children to help each other whenever possible. This frees your time and builds cooperation among the children.

Advance to Base 5.2.

## Base 2.2

Lisa arrives with her mother at play school for the first time. She clings to her mother and begins to cry when her mother starts to leave. You would:

- a) Ask Lisa's mother to stay for a while until Lisa gets acquainted.
- b) Have Lisa stay and ask her mother to go home.
- c) Send Lisa and her mother home until the next day when Lisa may be ready to stay by herself.

## Base 5.2

Sometimes it is hard to know when to help a child. A good guideline to help you decide is:

- a) To help only when a child is very frustrated.
- b) To help when a child asks.
- c) To ask yourself, "How can I help the child to help himself?"

## Base 2.2 a

- a) Ask Lisa's mother to stay for a while until Lisa gets acquainted.

You're absolutely correct! It is important for Lisa to feel that her mother isn't going to desert her. If Lisa is willing, you might take her by the hand and show her all of the things she can do at play-school. With the security of having her mother near, she will probably begin to play. Soon she'll feel comfortable enough for her mother to leave.

Go on to Base 2.3

## Base 5.2 a

- a) To help only when a child is very frustrated.

Sorry. A child shouldn't have to be very frustrated before receiving help.

Try for a better answer from Base 5.2.

## Base 2.2 b

- b) Have Lisa stay and ask her mother to go home.

Too bad. If Lisa is upset about leaving her mother, forcing her to do so will only make the situation worse. Lisa may think she is being deserted. A young child left alone in a new situation isn't likely to think that the atmosphere is friendly.

Return to Base 2.2 and choose again.

## Base 5.2 b

- b) To help when a child asks.

Not quite right. Sometimes a child won't ask when he really needs help. Other times a child will ask for help when he is able to do a task himself. You'll need to use many clues to decide when a child needs help.

Return to Base 5.2 for another answer.

## Base 2.2 c

- c) Send Lisa and her mother home until the next day when Lisa may be ready to stay by herself.

Hold everything. If you send Lisa home today, you'll just be putting off the problem. She isn't likely to feel more comfortable tomorrow than she did today.

Face up to it and return to Base 2.2 for another answer.

## Base 5.2 c

- c) To ask yourself, "How can I help the child to help himself?"

Good job! This can be a very important question. If you use it as a guide, you'll be able to help a child develop his independence and abilities. There are some times when you'll want to help a child even though he can do it himself. This lets you just "be nice." But don't make a habit of always helping when it is not needed. If a child really wants to do a job by himself, he should be allowed to do so, even if you think he could use help. This is helping him to help himself.

Continue with Base 5.3.

## Base 2.3

Since we've decided that Lisa's mother should stay for a while, it is important to know what to do next. To help Lisa want to stay and play you would:

- a) Leave her alone until she joins the other children.
- b) Bring some toys over so Lisa can play by herself.
- c) Have Lisa and her mother sit at a toy table where children are playing.

## Base 5.3

Part of helping a child is to give him responsibility that he can handle. A three to five-year-old should be able to:

- a) Put away the toys.
- b) Wash a table very clean.
- c) Tie his own shoes.

## Base 2.3 a

- a) Leave her alone until she joins the other children.

Sorry. Lisa may eventually join if left alone, but she may need some encouragement. How can you interest her in playing without forcing her?

Return to Base 2.3 for another answer.

## Base 5.3 a

- a) Put away the toys.

Correct! You should give him the responsibility for doing this. Remember that little jobs are the basis for bigger jobs in the future.

Move to Base 5.4.

## Base 2.3 b

- b) Bring some toys over so Lisa can play by herself.

You're not wrong, but it's not the best answer. Toys may involve Lisa in play, but she is still with her mother. You are trying to help Lisa join the other children so she'll be content to play without her mother.

Choose a new answer from Base 2.3.

## Base 5.3 b

- b) Wash a table very clean.

Probably not. The "very clean" is the clue. He should be able to do some table cleaning, but is likely to miss some spots.

Choose another answer from Base 5.3.

## Base 2.3 c

- c) Have Lisa and her mother sit at a toy table where children are playing.

Good for you! You are trying to interest Lisa in playing happily with the other children. When she is near enough to join their fun, she'll probably be content to leave her mother in a little while.

Go on to Base 2.4.

## Base 5.3 c

- c) Tie his own shoes.

Afraid not! Lucky you if you have a group who can tie their shoes. Most children this age (at least the threes and fours) can't control their fingers well enough to tie.

Try again at Base 5.3.

## Base 2.4

Jeff, who is trained, wets his pants at playschool one day. The best treatment would be to:

- a) Scold him for doing such a thing.
- b) Shame him by calling him a baby.
- c) Act as if nothing out of the ordinary has happened.

## Base 5.4

At juice time there are many jobs to be done. Match an appropriate responsibility with the age of the child most likely to be able to handle the responsibility.

- |              |                       |
|--------------|-----------------------|
| 1. Age three | A. Pours juice        |
| 2. Age four  | B. Passes out napkins |
| 3. Age five  | C. Stacks empty cups  |

Turn the page for answers.

## Base 2.4 a

- a) Scold him for doing such a thing.

You are on the wrong track. Jeff probably didn't want to wet his pants. A scolding will only make him feel worse than he already does. Understanding and acceptance of him in spite of his act are the key factors to consider.

Return to Base 2.4 for a new answer.

Base 5.4  
answers

1. Age three can (B) pass out napkins.
2. Age four can (C) stack cups.
3. Age five can (A) pour juice.

Since individual children can do different things, responsibilities should vary from child to child, not just from age to age. Remember to give children responsibilities they can handle.

Go on to Base 5.5.

## Base 2.4 b

b) Shame him by calling him a baby.

Sorry. Jeff isn't a baby. Shaming him won't make him glad he came to playschool. What he needs is understanding. Do you think Jeff wanted to wet his pants?

Try a different answer from Base 2.4.

## Base 5.5

In helping a child learn to make decisions, it is important to give him choices to make. If you have two kinds of juice ready to serve the children, you should:

- a) Let each child choose the kind he would like.
- b) Give each child a glass of your choice.
- c) Mix the juices together so no one has to make a choice.

## Base 2.4 c

- c) Act as if nothing out of the ordinary has happened.

You've chosen correctly. Jeff is probably embarrassed over his "accident." Punishment isn't in order. If dry clothes are available, it would be a good idea to quietly help Jeff change so he'll feel more comfortable and the other children won't notice his "accident." A friendly, secure atmosphere is important to children.

Move on to Base 2.5.

## Base 5.5 a

- a) Let each child choose the kind he would like.

Good for you! Since you have two kinds of juice this is a good opportunity to let the child choose. By choosing simple things, he'll be more able to make difficult decisions later.

Advance to Base 5.6.

## Base 2.5

To check on the atmosphere during your time in playschool or at a day care center, stop for a few minutes during free play to listen and to look. If the atmosphere is friendly and secure, you'll hear and see:

- a) Very little. The children will be quietly working at the same activity.
- b) Busy children engaged in many activities, talking freely.
- c) Children running all around making a lot of noise and yelling.

## Base 5.5 b

- b) Give each child a glass of your choice.

Sorry! The child needs to make choices, not you. When the choice is a simple one, such as choosing juice, the child should have a chance to practice making decisions.

Return to Base 5.5 for another try.

## Base 2.5 a

- a) Very little. The children will be quietly working at the same activity.

If the atmosphere is friendly and secure this isn't the scene you'll find. The children aren't likely to be very quiet and interested in the same activity at one time. A situation such as this probably means that the adults are dominating the situation and the children have little opportunity to express themselves.

Pick a new answer from Base 2.5.

## Base 5.5 c

- c) Mix the juices together so no one has to make a choice.

Whoops! If the only reason for mixing the juices is to eliminate a choice, you shouldn't mix them. Simple choices will lead to the ability to make more difficult decisions. In the beginning we all need to make simple choices.

Choose a new answer from Base 5.5.

## Base 2.5 b

- b) Busy children engaged in many activities, talking freely.

Yes! A friendly, secure atmosphere will encourage the children to play in a variety of activities according to their interest. Being able to talk freely as part of their play is another good sign of a friendly atmosphere.

You are now ready for a new section.

## Base 5.6

Usually the children, as individuals, are able to decide whether to play inside or outdoors. One day you don't want the children to play outside as it's too cold, but you realize that you should give them the chance to make choices. You should:

- a) Let them have a choice of staying inside or going outside; but tell them that it is cold and rainy outside and they will miss juice and stories if they decide that way.
- b) Give them a choice; but if they decide to go out, then tell them that it's too cold.
- c) Tell the children that they'll have to stay inside today.

## Base 2.5 c

- c) Children running all around making a lot of noise and yelling.

This sounds more like chaos than a friendly, secure atmosphere! In a friendly, secure place children have guidelines and limits. This is part of what helps make the playschool or day care center an enjoyable place to be.

Choose a new answer from Base 2.5.

## Base 5.6 a

- a) Let them have a choice of staying inside or going outside; but tell them that it is cold and rainy outside and they will miss juice and stories if they decide that way.

I'm afraid not! Since it is too cold to go outside, the children don't really have a choice to make. By making one choice sound undesirable, you are almost telling the children what they must choose. Offer a choice only when there is a choice to be made.

Return to Base 5.6 for another try.

## WORKING WITH YOUNG CHILDREN

## Part III

## Consistency

Base 5.6 b

- b) Give them a choice; but if they decide to go out tell them that it's too cold.

Too bad. If they must stay in due to the cold, there is really no choice for the children to make. It's been made for them. (In this case, since health is involved, it isn't wrong to make the choice for them.) Do remember to give the children a choice only when there is a choice to be made.

Return to Base 5.6 for a new answer.

Instructions. . .

In this program each base with just a number after it (ex. Base 3.0) asks a question and gives three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 3.0 a) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program one step at a time. The answer pages directly follow the base page in the order of the answers so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part III.

Base 5.6 c

c) Tell the children that they'll have to stay inside today.

Good job! Since it is too cold to go outside, an adult needs to make this decision. It's not fair to give the children a choice if you've already made up your mind what they can do. So the children will understand why they have no choice about going outdoors, you'll need to explain that it is too cold. Remember to offer choices only when a real choice is to be made.

Move on to Base 5.7.

Before you begin Part III. . .

To most people punishment carries meanings such as bad, hurt, or hit. Since the word discipline is often linked with punishment, many people think you have to be "bad" to be disciplined. This is not true. A good definition of discipline is training that strengthens. When we refer to discipline we mean the setting and maintenance of limits. A child must have limits to be safe--and to feel free you must feel safe. A limit to a child is like a traffic signal to an adult. The signal tells the adult when to stop and when to go if he wishes to be safe. A limit tells a child when he must stop before a situation becomes dangerous. When limiting is done with love and without humiliation, a child feels safe to explore because he knows he will be stopped before he hurts himself or acts in such a way that he will be made to feel guilty or regretful.

Remember, then, that discipline is setting limits to help the child grow and explore freely because he is confident that he is safe.

Base 5.7

Sometimes adults tell children what they must do even when a choice could be made by the child. Suppose Jennifer was very busy playing in the doll corner when it was music time. Jennifer usually enjoys music, but today she would rather play with the dolls. You should:

- a) Make her go to music time.
- b) Let her play with the dolls during music for today.
- c) Always let her play with dolls during music.

## Base 3.0

Children, as well as adults, like to be able to predict events. It gives order to the world when we know that when one thing happens the same result will always follow. For example, if red and yellow paint are mixed, the result is orange paint each time. How confusing it would be if one day green paint resulted and the next day the result was purple paint. Children learn when one event always follows another. This is one reason consistency is important.

One day Scott kicks the trike tires and is disciplined for his action. The next day Scott again kicks the tires. He should:

- a) Be disciplined and be given an explanation that the rules are not to kick the tires and the rules are the same every day.
- b) Be ignored since the discipline obviously didn't work.
- c) Be told that if he doesn't stop kicking, people will start kicking him.

If you chose a, turn the page to Base 3.0 a.

If you chose b, turn two pages to Base 3.0 b.

If you chose c, turn three pages to Base 3.0 c.

## Base 5.7 a

- a) Make her go to music time.

Not this time. Since Jennifer usually enjoys music, she is probably not going to always want to miss music. Unless there is an important reason why she should go to music, this is a place where Jennifer could be allowed to make a choice.

Return to Base 5.7.

## Base 3.0 a

- a) Be disciplined and be given an explanation that the rules are not to kick the tires and the rules are the same every day.

Correct! Scott may be testing your authority. When he understands the result of his action of kicking the tires is always the same, he will learn not to kick tires. It may take more than once or twice to help Scott learn, but he will. Your consistency will be worthwhile.

Proceed to Base 3.1.

## Base 5.7 b

- b) Let her play with the dolls during music for today.

The best answer! It won't hurt Jennifer to miss music for one day. Having music time is good for children; but if they are forced to attend, some value is lost. Since Jennifer usually enjoys music; she probably won't make a habit of wanting to miss music. In this situation Jennifer should have the chance to make a choice.

Go on to Base 5.8.

## Base 3.0 b

- b) Be ignored since the discipline obviously didn't work.

Too bad. One time doesn't necessarily mean a lesson has been learned. Ignoring Scott's behavior will only serve to confuse him. If he kicks one day and is disciplined, he should be disciplined again if he kicks the next day. Consistency teaches lessons.

Try again on Base 3.0.

## Base 5.7 c

- c) Always let her play with dolls during music.

Halt! Always is a long time. A child needs to have some music; and if Jennifer was allowed to miss music every day, she would be missing an important part of group play. In this case where Jennifer usually enjoys music, she probably wouldn't want to miss music every time.

Sing your way back to Base 5.7.

## Base 3.0 c

- c) Be told that if he doesn't stop kicking, people will start kicking him.

Hold everything! You are threatening Scott with something you won't carry out. (At least it is hoped that you won't kick him!)

Remember we learn by having the same results each time. An idle threat won't help Scott learn so it is of no permanent value.

Return to Base 3.0 for a more consistent answer.

## Base 5.8

In considering the best interests of the children and in helping them learn to make decisions, we can say:

- a) Children should always be given a choice when their health or safety isn't involved.
- b) Children should not be given any choices at a young age.
- c) Children should be given a choice, but only when there is a choice to be made.

## Base 3.1

Children need to be given some explanation about the results that will follow an event. This will help them to learn which actions are acceptable and which are not.

If you find Steven throwing sand, a good thing to say would be:

- a) "If you don't stop throwing sand, you won't have any lunch."
- b) "If you don't stop throwing sand, someone will throw sand at you."
- c) "You'll have to leave the sandbox if you don't stop throwing sand."

## Base 5.8 a

- a) Children should always be given a choice when their health or safety isn't involved.

You are almost right. There are many cases when a child should be given a choice. Sometimes, however, even when a child's health isn't involved the teacher needs to make choices for him. An example would be during finger painting. If the adult can only hand out red and blue paint with ease, she shouldn't try to hand out green paint, too, just because John would rather choose green. Choices are important, but reasonable limits need to be set.

Return to Base 5.8 and choose again.

## Base 3.1 a

- a) "If you don't stop throwing sand, you won't have any lunch."

You are on the wrong track. Explanations are important, but you have to be prepared to carry out your statements. For health reasons it wouldn't be good for Steven to skip lunch, so you shouldn't carry out a warning like this. The best solution is to make a statement only when you are prepared to follow through with appropriate actions. This is being consistent.

Turn back to Base 3.1 for another try.

## Base 5.8 b

- b) Children should not be given any choice at a young age.

Sorry. Even a baby can choose to play with a rattle instead of a teddy bear. Remember, small choices become the basis for making more difficult decisions later.

Try again at Base 5.8.

## Base 3.1 b

- b) "If you don't stop throwing sand, someone will throw sand at you."

Whoa! This is not a good statement. Throwing sand at Steven might hurt him, so you wouldn't do it, but another form of discipline is in order if he keeps on throwing sand. Remember that your statements need to be something you can follow through with if you are being consistent.

Try a new answer from Base 3.1.

## Base 5.8 c

- c) Children should be given a choice, but only when there is a choice to be made.

Correct! Choices are important to help a child learn to make larger decisions. Remember, a choice needs to be a real one before it should be given.

You are now ready for a new part of the program.

- c) "You'll have to leave the sandbox if you don't stop throwing sand."

Correct! You've given Steven a warning that can be carried out. The discipline is directly connected with the action so the child should be able to see the relationship. You have chosen the statement that is consistent with the action and that can be carried out.

Advance to Base 3.2.

## WORKING WITH CHILDREN

### Part VI

#### Interaction

## Base 3.2

Henry, who always seems to be getting in trouble, purposely kicks John. Henry is disciplined for his action. Jennie, the cutest girl in the group of children, purposely kicks Susan. What should happen next?

- a) Jennie's action should be ignored as she usually doesn't kick.
- b) Jennie should be removed to a quiet area and be allowed to look at a book until she can control herself.
- c) Jennie should not be allowed to play near Susan for the rest of the morning.

Instructions. . .

In this program each base with just a number after it (ex. Base 6.0) asks a question and gives three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 6.0 c) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program one step at a time. The answer pages directly follow the base page in the order of the answers so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part VI, Base 6.0.

## Base 3.2 a

- a) Jennie's action should be ignored as she usually doesn't kick.

Hold everything! This could be the start of Jennie's kicking if she isn't helped to stop, but equally important is the lack of consistency. Not only should you be consistent with one child and one event, but with one event from child to child. The rules don't say that Jennie can kick others, but Henry isn't allowed to kick.

Try a different answer from Base 3.2.

## Base 6.0

When your mothers calls your name, how she calls it gives you some idea of what she wants. If she says it very slowly, you are probably doing something you shouldn't be. If she says it fast and uses your middle name, then you know you are in trouble. If she says it like usual, then you know she just wants to see you. We can say that:

- a) Words are more important than how you say them.  
b) How you say something can be more important than what you say.  
c) With young children neither what you say nor how you say it is important.

If you chose a, turn the page to Base 6.0 a.

If you chose b, turn two pages to Base 6.0 b.

If you chose c, turn three pages to Base 6.0 c.

## Base 3.2 b

- b) Jennie should be removed to a quiet area and be allowed to look at a book until she can control herself.

Good job! Jennie needs to be disciplined. It isn't necessary that two children have exactly the same treatment for the same action. The important point is to choose a discipline appropriate for each individual child and for his action. As children learn that certain actions result in discipline, they will stop the action. We learn when results are consistent. (Note: This situation is one in which you should try to find causes for the children's actions. Does Henry need attention? Does Jennie?)

Advance to Base 3.3.

## Base 6.0 a

- a) Words are more important than how you say them.

Not quite correct. Words are important, but how you say them really gives meaning to the words. Say, "I like you" in as many different ways as you can.

Choose a new answer from Base 6.0.

## Base 3.2 c

- c) Jennie should not be allowed to play near Susan for the rest of the morning.

Not quite. Jennie needs some kind of discipline, but an entire morning is too long in this case. Jennie needs help in learning to use her voice to express her feelings. If she is isolated from Susan, it will prevent damage to Susan but not treat the cause.

Choose again from Base 3.2.

## Base 6.0 b

- b) How you say something can be more important than what you say.

How right!! The tone of your voice gives messages about what you really mean when you talk. Words are important but tone carries the message.

Go on to Base 6.1.

## Base 3.3

You have told Bill that if he paints his face again he won't be able to paint for the rest of the day. You notice that Bill is painting his face. You:

- a) Remind him of what you've said, but let him continue painting as he probably forgot your earlier statement.
- b) Remind him of your statement, and see that he doesn't paint any more for the day.
- c) Act like you didn't see him painting his face as you didn't mean what you had said earlier.

## Base 6.0 c

- c) With young children neither what you say or how you say it is important.

Sorry! Young children understand many things you say. Both words and how you say words help them understand what you mean.

Try again from Base 6.0.

## Base 3.3 a

- a) Remind him of what you've said, but let him continue painting as he probably forgot your earlier statement.

Too bad! Even if Bill forgot your statement, surely you can help him recall it. If there is always "one more chance," he'll never learn when you really mean something. The face painting isn't as important as following through with what you say.

Choose a new answer from Base 3.3.

## Base 6.1

Take a minute to practice saying the name Jeffrey Allen Johnson.  
(If you talk out loud, you will want to do this after class.)

1. Say it as if he'd just read your diary.
2. Say it like you were calling him to dinner.
3. Say it as if he'd just brought you a bouquet of flowers.

Good. That's not too hard. The look in your eyes and the expression on your face also give clues to what you mean. Take advantage of this when you are working with young children.

Go on to Base 6.2.

## Base 3.3 b

- b) Remind him of your statement, and see that he doesn't paint any more for the day.

You've done well! Once you have said something, you need to stick to it. A child can only learn by experiencing the consequences of his actions, not just by hearing what might happen. Following through, both with promises and warnings, is a vital part of consistency. (Note: In this case not being allowed to paint for one day probably isn't too long a time. Bill can still play with other children and participate in all of the other activities.)

You're ready to go on to Base 3.4.

## Base 6.2

If you've ever been in a crowd and wished you were a giraffe so you could see or hear something, then you know how a young child frequently feels. He or she spends their first years looking at legs. Keeping this in mind, it would be better to talk to a young child while you are:

- a) Standing.
- b) Squating or sitting.
- c) Kneeling.

## Base 3.3 c

- c) Act like you didn't see him painting his face as you didn't mean what you had said earlier.

No, not this time. It may be easier for you to ignore the situation, but it won't be best for the child. How will he learn what is expected from him when his wrong actions are not stopped? If one warning isn't carried out, he is apt to assume that the next one won't be either. Consistency, consistency, consistency ...

Pick a new answer from Base 3.3.

## Base 6.2 a

- a) Standing.

Whoops! If you are standing, the child has only a leg view. When you are close to his level, you and the child can talk to each other better.

Choose another answer from Base 6.2.

## Base 3.4

Just as important in consistency as being prepared to carry out warnings is keeping promises. This does not mean that you can never change a promise. You have to use some judgment.

Suppose you've promised a group of children that you'll take them for a walk on Wednesday. A valid reason for not taking them on the walk would be:

- a) Rain on Wednesday, and the children don't have rain gear.
- b) The children were extra noisy and not taking a walk is their discipline.
- c) A new record has arrived that may interest the children.

Base 6.2 b

- b) Squating or sitting.

Right you are! When you talk with a child on his physical level, you and the child can understand each other better. It is better to sit when possible; but if you are only going to be there for a minute, squating is fine.

Read Base 6.2 c (if you haven't done so) and then go on to Base 6.3.

## Base 3.4 a

a) Rain on Wednesday, and the children don't have rain gear.

Good for you! You've chosen the only valid reason of the three for cancelling the walk. Without rain gear the health of the children may be in danger. It would be a good idea to schedule the walk for the first clear day. That way you don't break your promise, just postpone it. If you can foresee possible reasons for having to change a promise when you make it, you might add some conditions to the promise. An example would be, "I'll take you for a walk tomorrow, if the weather is nice."

Walk on to Base 3.5.

## Base 6.2 c

c) Kneeling.

Your answer is acceptable. In many cases kneeling would be hard on you, but the important thing is reaching the child's level.

Read Base 6.2 b (if you haven't already) and then proceed to Base 6.3.

## Base 3.4 b

- b) The children were extra noisy, and not taking a walk is their discipline.

Whoops! You have made a promise and it didn't say anything about not going if they were noisy. Before the walk you'll need to help the children calm down by having them show you that they are ready for a walk. Remember that keeping promises is part of consistency.

Return to Base 3.4.

## Base 6.3

Jackie asks you to be with her while she plays in the doll corner. You should:

- a) Sit in the area and watch her.
- b) Sit in the area and play with the dolls.
- c) Stand in a corner where you can see her.

## Base 3.4 c

c) A new record has arrived that may interest the children.

Sorry. It seems like a weak excuse. The children could hear the record anytime. Remember, only a good reason should make you change a promise.

Return to Base 3.4 for another try.

## Base 6.3 a

a) Sit in the area and watch her.

A good choice! By sitting you are at her level. If she wants to talk with you or have you help her play, you are in a good position to do so.

Go on to Base 6.4.

## Base 3.5

On Monday you tell Jill that you'll help her string beads on Tuesday. When Tuesday comes, you just don't feel that you can help Jill with the beads. You should:

- a) Help with the beads even if it means changing your schedule or wishes.
- b) Act like you'd never heard of string beads with Jill.
- c) Explain that you can't help Jill today.

## Base 6.3 b

- b) Sit in the area and play with the dolls.

Not quite! It is a good idea to sit near-by. You can play with Jackie if she wishes, but you don't need to play with the dolls by yourself!

Choose a new response from Base 6.3.

## Base 3.5 a

- a) Help with the beads even if means changing your schedule or wishes.

Good judgment on your part. Keeping your promises is an important part of consistency. Sometimes you may have to break a promise in an emergency. In this case it is important to explain the situation to the child and to keep your promise as soon as possible.

Go to Base 3.6.

## Base 6.3 c

- c) Stand in a corner where you can see her.

Sorry. It's good to be in a spot where you can see her. If you stand, however, you are above Jackie's level, and she has the leg view again.

Choose a new answer from Base 6.3.

## Base 3.5 b

- b) Act like you'd never heard of stringing beads with Jill.

Sorry, but you're wrong. Jill will remember, and your lack of "memory" will not help the situation. Not only will you disappoint Jill, but you may cause her to lose trust in you. Remember, keeping promises is a part of consistency.

Try another answer from Base 3.5.

## Base 6.4

For the most effective way of talking with a child you should:

- a) Be at the child's level.
- b) Use the tone of your voice to emphasize what you mean.
- c) Use positive suggestions.

## Base 3.5 c

- c) Explain that you can't help Jill today.

Whoa! Unless it's a real emergency, your explanation will have little meaning for Jill. A weak excuse may make her question your trustworthiness in the future. Consistency involves the keeping of promises.

With this in mind return to Base 3.5 for another answer.

## Base 6.4 a

- a) Be at the child's level.

Correct! So are b and c. Look at them again before going on to Base 6.5.

## Base 3.6

You must be prepared to carry out anything that you say. If you say everyone will get a balloon tomorrow, then it's your job to see that they do.

Choose from the following statements one that would be wise to say.

- a) "You will drink your milk. "
- b) "You will break the glass if you carry it. "
- c) "You may go outside when the rain stops. "

## Base 6.4 b

- b) Use the tone of your voice to emphasize what you mean.

Right! Look at a and c again because they are right, too; then go to Base 6.5.

Base 3.6 a

a) "You will drink your milk."

Sorry. There is no way that you can make a child drink if he really doesn't want to. You must be able to carry out what you say.

Return to Base 3.6 for a statement you could use.

Base 6.4 c

c) Use positive suggestions.

A good choice! Both a and c are good answers, too. Look at them again before you try Base 6.5.

## Base 3.6 b

b) "You will break the glass if you carry it."

Whoops, you've chosen a statement you shouldn't use. You may think the glass will get broken, but you can't guarantee it. It would be acceptable to say, "The glass is delicate and may break. Hold it carefully if you want to carry it." This statement helps the child associate an event with a possible result, while allowing him to assume responsibility if he wishes.

Return to Base 3.6.

## Base 6.5

Children are often surprising. They can do many things that we don't think they can do. To help a child develop his abilities, we need to show confidence in him.

Kenny has climbed on the jungle gym three bars higher than he has ever climbed before now. You might say to him:

- a) "You've done well! You'd better climb down now before you fall."
- b) "You've climbed a long way," and smile.
- c) "I'm glad you finally climbed!"

## Base 3.6 c

c) "You may go outside when the rain stops."

You've chosen the correct statement, if the child would be allowed to go outside when the rain stops. As long as you follow through with your statement, you are being consistent.

Advance to Base 3.7.

## Base 6.5 a

a) "You've done well! You'd better climb down now before you fall."

Almost right. It is good to praise the child for his accomplishments. By saying that Kenny may fall, you aren't showing confidence in his abilities. If people don't encourage him to try, it will take longer for him to think he can and longer to actually accomplish a task.

Climb back to Base 6.5 for another answer.

## Base 3.7

If you have ever found it difficult to predict another person's moods, you will probably realize how important consistency is to you. Since it is important to you, think how vital it must be to young children. When you can depend on something, good or bad, you feel more secure and sure of the future. Being able to depend on events is a part of consistency. Another thing that makes up consistency is:

- a) Following through.
- b) Keeping promises.
- c) Treating all children according to their needs.

## Base 6.5 b

- b) "You've climbed a long way," and smile.

A good answer. You've praised Kenny for reaching the height he did. By not telling him to climb higher, you've saved him the embarrassment of not going up, if he isn't ready yet. Your encouraging smile will help give the confidence to climb, either now or next week or whenever he feels ready to try.

Advance to Base 6.6.

## Base 3.7 a

a) Following through.

Correct! Check Base 3.7 again for all the answers are right and then go to a new section of the program.

## Base 6.5 c

c) "I'm glad you finally climbed."

What a tricky answer. It's good to show that you are happy for Kenny's accomplishment. By saying "finally" you show that you were wondering if he could do it. This is not showing the confidence that will help a child try new things.

Choose again from Base 6.5.

## Base 3.7 b

- b) Keeping promises.

Excellent! All the answers are right so be sure you know them before going to the next part of the program.

## Base 6.6

You find Jean painting at the easel. You have no idea what she is painting, but she seems to be very particular about what she is doing. A good thing to say to her would be:

- a) "What's that? "
- b) "That's nice, but I'd like it better if you used more blue. "
- c) Say nothing until she has finished painting.

## Base 3.7 c

- c) Treating all children according to their needs.

Indeed an important part of consistency. Equal treatment of different children does not necessarily mean the same treatment. You must consider each child's attitudes, abilities, and development in order to "individualize" your treatment.

All the answers are correct so check them before going to a new part of the program.

## Base 6.6 a

- a) "What's that?"

You goofed. By admitting to the child that you can't tell what she has painted, you've failed to show confidence in her abilities. Try to be a little more encouraging.

Choose a new answer at Base 6.6.

## WORKING WITH YOUNG CHILDREN

## Part IV

## Achieving Desired Actions

Base 6.6 b

b) "That's nice, but I'd like it better if you used more blue."

Sorry. It's good that you began with a compliment, but the follow-up isn't encouraging. You want to show confidence in what the child can do, not announce your preference.

Choose again from Base 6.6.

Instructions. . .

In this program each base with just a number after it (ex. Base 4.0) asks a question and gives three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 4.0 a) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program one step at a time. The answer pages directly follow the base page in the order of the answers so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part IV, Base 4.0.

Base 6.6 c

c) Say nothing until she has finished painting.

Well done. By not interrupting you are really encouraging Jean to continue painting. We can discourage creativity by constantly interrupting children. When Jean is finished, you can ask, "Do you have a story about it this time?" This does not pressure the child into always having a story yet gives the child the opportunity to explain his work and doesn't make you admit that you didn't understand it. "Do you have a story about. . ." is a good phrase to remember as you can use it many times when you aren't sure what is happening.

Go on to Base 6.7.

## Base 4.0

"Please" is a much nicer word than "don't." In spite of this, we frequently say "don't" to young children. If you become tired of hearing "don't" all of the time, imagine how a young child feels. Positive suggestions usually achieve better results than negative commands. They also leave everyone concerned feeling better.

If you were leaving the house wearing your red coat, which of these statements would leave you with the best feeling?

- a) "Don't wear your red coat today."
- b) "I want you to wear your blue coat."
- c) "On such a cold day your blue coat would be warmer than the red one. Please wear your blue one."

If you chose a, turn the page to Base 4.0 a.

If you chose b, turn two pages to Base 4.0 b.

If you chose c, turn three pages to Base 4.0 c.

## Base 6.7

Closely related to showing confidence in a child's ability is encouraging a child's initiative. Encouraging his initiative can give him the little extra push that he may need to try a new project on his own.

The children are playing with playdough and flour at a table. Amy decides that she'd like to mix some water with the flour. This could be called:

- a) A project of her initiative.
- b) A strange idea.
- c) A mess.

## Base 4.0 a

- a) "Don't wear your red coat today."

Of course this is your opinion, so you were right in choosing this answer; but think for a minute about all the responses. Refer back to Base 4.0. "Don't" is negative and "I want" really gives you no choice. Only answer c is really a pleasant suggestion. It includes a reason for the suggestion, yet doesn't leave you feeling badly because you failed to consider how cold it is.

Go on to Base 4.1.

## Base 6.7 a

- a) A project of her initiative.

Right you are! This is a project she has thought of on her own. You should encourage her to mix the flour and water. That's how she'll learn what happens when they are mixed.

Proceed to Base 6.8.

## Base 4.0 b

b) "I want you to wear your blue coat."

You are expressing your opinion. Refer again to the other answers as you think over the answers. The "I want" isn't a negative statement; but it is a command when it comes from a person with authority. "Don't" is a negative command that is likely to be met with rebellion or at least bad feelings. Answer c is really a pleasant suggestion. It is worded so you wouldn't feel badly if you had failed to consider the outside temperature.

Go on to Base 4.1.

## Base 6.7 b

b) A strange idea.

Not at all. Nothing is really too strange if it will help a child to learn.

Choose a new answer from Base 6.7.

## Base 4.0 c

- c) "On such a cold day your blue coat would be warmer than the red one. Please wear your blue one."

Your opinion is the one that expresses a positive feeling. It makes a suggestion without a command. In addition it doesn't make you feel badly if you didn't consider the weather. You were right in rejecting the other answers. "Don't" is a negative command and "I want" leaves a negative feeling about your choice. Answer c would leave you with the best feeling.

Go on to Base 4.1.

## Base 6.7 c

- c) A mess.

You could be right. The water and flour mixture may make a mess. This isn't as important as the fact that the project is due to Amy's initiative. If Amy wants to do the mixing, you should encourage her as it will be a learning experience.

Proceed to Base 6.8.

## Base 4.1

Keeping in mind the idea that positive suggestions are more pleasant and achieve better results than negative commands, what would be the best reaction to the following situation?

It is sunny outside, but the grass is damp with dew as Scott, aged four, prepares to go out to play. He is opening the door when you notice he isn't wearing boots. You say:

- a) "Scott, you'll need to wear boots as the grass is wet."
- b) "Scott, put your boots on."
- c) "Scott, don't go outside without your boots."

## Base 6.8

For a quick review, fill in the blanks in the following statements.

(Please do not write in this booklet.)

1. When talking to a child, you should be at his physical \_\_\_\_\_.
2. The \_\_\_\_\_ of your voice gives extra meaning to what you say.
3. You should show \_\_\_\_\_ in a child's abilities.
4. A child's initiative should be \_\_\_\_\_.

Check your answers on the next page.

## Base 4.1 a

a) "Scott, you'll need to wear boots as the grass is wet."

Good job! You've chosen the most positive answer. Scott will get the message that he must wear boots, yet it has been pleasantly presented.

Turn to Base 4.2.

Base 6.8  
answers

1. level
2. tone
3. confidence
4. encouraged

You are now ready for the next part.

Base 4.1 b

b) "Scott, put your boots on. "

Sorry -- You know why Scott needs to have boots on, but does he? If he can learn why he must wear the boots, he'll be more likely to wear them. In addition, "put your boots on" is an order. No one likes to be ordered around.

Choose a new answer from 4.1

WORKING WITH YOUNG CHILDREN

Part VII

Acceptance

## Base 4.1 c

c) "Scott, don't go outside without your boots."

Too bad. "Don't" is a command that isn't very pleasant to hear. It might be useful in getting Scott's boots on, but it won't help your relationship with Scott. If he has an idea why wearing boots is necessary, he is more likely to accept the boots without a fuss.

Try another answer from 4.1.

Instructions. . .

In this program each base with just a number after it (ex. Base 7.0) asks a question and gives three possible answers. After you have chosen the answer that you feel is best, turn to the page that has the base number and your chosen letter (ex. Base 7.0 a) to see if you have selected the correct answer. If your answer is correct, you will be directed to a new base. If your answer is wrong, you will be directed to return to the same base and choose another answer. In this way you'll be able to go through the program one step at a time. The answer pages directly follow the base page in the order of the answers so you should have little trouble in finding each branch. Sometimes more than one answer is correct; therefore, you'll need to read carefully before you choose.

You are now ready to begin with Part VII, Base 7.0.

## Base 4.2

Tommy is trying to lift a box that is too heavy for him to carry.

It would be best for you to:

- a) Ignore him, as this will be a learning experience for him.
- b) Say, "Tommy, you can't lift that box!"
- c) Say, "Tommy, that box is very heavy. I'll help you move it."

## Base 7.0

Everyone has emotions. They include being happy, glad, sad, angry, and mad. Too often we are taught just to express the positive or "good" feelings. Especially with young children, it is important to let them express both positive and negative feelings. This means that:

- a) If John is angry with you, he should be allowed to hit you.
- b) John should be angry.
- c) John could express his anger by hitting a punching bag.

If you chose a, turn the page to Base 7.0 a.

If you chose b, turn two pages to Base 7.0 b.

If you chose c, turn three pages to Base 7.0 c.

## Base 4.2 a

- a) Ignore him, as this will be a learning experience for him.

I'm afraid not. Trying to lift a box that is too heavy will only frustrate him, not really help him to learn.

Struggle back to Base 4.2 for another answer.

## Base 7.0 a

- a) If John is angry with you, he should be allowed to hit you.

Not at all! He should be allowed to express his anger, but that doesn't mean that anyone else needs to be hit. He needs to have help in finding safe ways to express his feelings.

Return to Base 7.0 for another try.

## Base 4.2 b

b) Say, "Tommy, you can't lift that box!"

Whoops! You have just chosen a negative reply. Telling Tommy that he can't isn't going to help him move the box.

Choose again from Base 4.2.

## Base 7.0 b

b) John should be angry.

Not quite the right idea. John wouldn't have to be angry; but since he is, he needs to be able to express it.

Try again at Base 7.0.

## Base 4.2 c

- c) Say, "Tommy, that box is very heavy. I'll help you move it."

Good answer! It gets the point across that the box is heavy, and gives a solution to moving the box. By helping Tommy, rather than just moving the box yourself, Tommy gets the satisfaction from moving the box and from cooperation.

Proceed to Base 4.3.

## Base 7.0 c

- c) John could express his anger by hitting a punching bag.

A good idea! This would let him get the anger out of his system and not hurt anyone while doing it. Sometimes children need help in finding ways to express their emotions. You can help by suggesting ways they might use.

Go on to 7.1.

## Base 4.3

Susan has been working at the art table. She picks up the teacher's pointed scissors and begins to run. In an attempt to slow her down until you can reach her you would say:

- a) "Susan, you'll need to walk when you are carrying scissors."
- b) "Susan, stop running!"
- c) "Susan, please don't run with the scissors."

## Base 7.1

If a child is angry, it would be good for him to express his anger by:

- a) Playing in the sand.
- b) Hammering.
- c) Playing a quiet game.

## Base 4.3 a

- a) "Susan, you'll need to walk when you are carrying scissors."

If this will stop Susan from running, then you should use this statement. Remember we've learned that the children's safety is of utmost importance. In this case Susan's safety is more important than using a positive suggestion. You'll need to gear your statements to the child and what will work best with the individual. Use what will stop Susan best.

Proceed to Base 4.4.

## Base 7.1 a

- a) Playing in the sand.

Afraid not! The sand box doesn't give a child a good way to express his anger. It may even lead to more trouble if he tries to throw sand to get the anger out of his system. He needs help in finding an activity where he can get rid of his anger.

Try a new answer from Base 7.1.

## Base 4.3 b

b) "Susan, stop running!"

If this will make Susan stop running, then it is the best choice. The important thing is Susan's safety, not using a positive suggestion. Remember, safety is of utmost importance. Gear your statement to how effective it will be with each individual child.

Try Base 4.4 next.

## Base 7.1 b

b) Hammering.

A good choice! Hammering is a good way to get rid of anger. The child can hit a board without hurting anyone. Remember, a child's current interest helps determine what new activity is the best choice for him.

Zoom on to Base 7.2.

Base 4.3 c

c) "Susan, please don't run with the scissors."

Your answer is right if it'll best stop Susan from running.

The use of a more positive statement isn't as important as Susan's safety. Recall that the safety of the children is of utmost importance. You'll need to gear your statement to each child and what will work best with that individual.

Continue with Base 4.4.

Base 7.1 c

c) Playing a quiet game.

Not quite. A game won't usually help a child get rid of his anger, and that's what he needs now. Help him find an activity that is like his current interest.

Take another answer from Base 7.1.

## Base 4.4

Janet is asking you to push her in the swing. You think it is time for her to learn how to "pump" for herself. You should say:

- a) "You can push yourself. "
- b) "I'll come with you to help you learn how to pump. "
- c) "I won't push you. "

## Base 7.2

There are times when children know that they have a feeling, but they don't know exactly what it is. You can help them handle their feelings by talking about them.

Karen is getting upset because she can't make all the pieces fit in the puzzle. To help her, you could say:

- a) "You are upset because you can't make all the pieces fit. We all get upset sometimes. Let me help you with this piece. "
- b) "What are you getting upset about? Do you want me to help you? "
- c) Nothing. It is best to let her figure out what's wrong.

## Base 4.4 a

- a) "You can push yourself."

Sorry. She may be able to push herself, but your answer isn't positive. Janet needs to have a pleasant atmosphere so she'll be able to try things on her own.

Choose another answer from Base 4.4.

## Base 7.2 a

- a) "You are upset because you can't make the pieces fit. We all get upset sometimes. Let me help you with this piece."

A good answer. You've remembered that children sometimes need help in expressing their emotions. Talking about what the emotion is and why she has it may help her feel better. Offering to help with one piece can get her started on the right track, thus getting rid of her frustrations.

Advance to Base 7.3.

## Base 4.4 c

b) "I'll come with you to help you learn how to pump."

Good job! This answer gives Janet a chance to try to push herself, yet offers help if she needs it. It may be that Janet just needs the support of your presence or interest. This answer would leave Janet with a good feeling so it's positive.

Swing on to Base 4.5.

## Base 7.2 b

b) "What are you getting upset about? Do you want me to help you?"

Not the best answer. Karen may not be able to express that she is frustrated. It is good that you did ask her though. Helping her may let her get rid of her frustrations by getting her started right.

Look for a better answer from Base 7.2.

Base 4.4 c

c) "I won't push you. "

No, you goofed! Your answer isn't positive. Janet doesn't know why you won't push her so the feeling you leave isn't pleasant.

Try for a more pleasant answer from Base 4.4.

Base 7.2 c

c) Nothing. It is best to let her figure out what's wrong.

Sorry. Karen may not be able to say that she is frustrated because she can't make the pieces fit.

Try again at Base 7.2.

## Base 4.5

When a child is involved in an activity, good or bad, he usually wants to continue his play. There are times when a child's play needs to be changed, for his own sake or for the well-being of others. When a change is necessary, it is best to suggest a new activity to the child instead of telling him to stop the old one.

If Kevin is playing with the blocks and it is time for stories, you should say:

- a) "Put away the blocks, Kevin. "
- b) "It's story time now. "
- c) "It's story time now. You'll need to put away the blocks. "

## Base 7.3

Listening can open new worlds. Listen to the children as they play. You'll learn what they think and how they feel. You'll find out about their families and friends and pets. As well as listening to groups of children at play, take time to listen to individual children.

When Mary arrives bursting with news of a new toy, you are mixing paint for the next day. You should:

- a) Tell Mary that you are busy now but would like to listen later.
- b) Tell Mary that you are too busy to listen.
- c) Listen to Mary now and mix the paint later if necessary.

## Base 4.5 a

- a) "Put away the blocks, Kevin."

Whoops! It's true that the blocks need to be put away, but you forgot to suggest a new activity. You know that it's story time, but Kevin doesn't so he may see no reason to change activities.

Choose a new answer from Base 4.5.

## Base 7.3 a

- a) Tell Mary that you are busy now but would like to listen later.

Not quite right. Mixing paint isn't so vital that it can't wait. Your first duty is to hear Mary. In some cases it would be all right to explain to Mary that you couldn't listen right now but would later. If this is a must, be sure to find Mary later and ask her about the new toy.

Read Base 7.3 c next.

## Base 4.5 b

b) "It's story time now."

Almost, but not quite. It's good to tell Kevin what the next activity is, but he may need help in knowing what to do next. Should he put the blocks away, keep playing with them, or go to story time right away? Remember, he is still a young child who forgets easily even if he has known what to do before this.

Try again at Base 4.5.

## Base 7.3 b

b) Tell Mary that you are too busy to listen.

Whopps! Listening is an important part of your job when working with children. You may learn something by listening, and the child may be helped to learn to communicate.

Jump to 7.3 c next.

## Base 4.5 c

- c) "It's story time now. You'll need to put away the blocks."

Correct! You've told Kevin what activity comes next and what he needs to do to get ready for it. It is helpful to tell the child that it is almost story time a few minutes before. Then when you say it is story time, the child is better prepared for the activity change. It is important to give children an idea of what is expected of them.

Continue with Base 4.6.

## Base 7.3 c

- c) Listen to Mary now and mix the paint later if necessary.

The correct choice! The paint can wait. By listening to Mary you'll help her learn to talk about her experiences and you might learn something besides.

Proceed to Base 7.4.

## Base 4.6

One way to give a child time to finish an activity is to give him a warning a few minutes ahead of time. When it is your job to prepare the children for snack time, you should:

- a) Bring out the snack so the children will know that they need to put away the toys.
- b) Say, "It's snack time."
- c) Say, "It will be snack time in five minutes. You'll need to put away the toys soon."

## Base 7.4

As well as listening, you'll need to make some replies to children. Most of the time you won't have any trouble with replies, but occasionally you might.

Imagine that Mike says, "I don't believe in God." A key to help you know how to reply is:

- a) Your own feelings.
- b) Acceptance of the child's statements.
- c) What "society" says is right.

## Base 4.6 a

- a) Bring out the snack so the children will know they need to put away the toys.

Sorry! The children need to have time to finish their current activity before a new activity is introduced. Time is magic.

Return to Base 4.6.

## Base 7.4 a

- a) Your own feelings.

Afraid not! You shouldn't reject a child's statement just because you feel it is wrong. It is not fair to dictate your beliefs. You can question statements, but you should never force your opinions on the child.

Turn back to Base 7.4 for a new answer.

## Base 4.6 b

- b) Say, " It's snack time. "

Whoops! You forgot to give the children a warning. Time to finish one activity before beginning a new one is important.

Return to Base 4.6 for another try.

## Base 7.4 b

- b) Acceptance of the child's statements.

Correct! It is important to accept his statements. You don't have to agree, but what he said is what he thinks. That needs to be accepted. You might help the child to see why he has said what he did. Your duty is to help the child understand himself, not to be the judge. Remember that your facial expressions and tone of voice show your feelings of acceptance as much as the words you say.

Go on to Base 7.5.

## Base 4.6 c

- c) Say, "It will be snack time in five minutes. You'll need to put away the toys soon."

A good choice! You've remembered that children need time, and that a warning helps them move from one activity to another.

Move forward to Base 4.7.

## Base 7.4 c

- c) What "society" says is right.

Not quite. What "society" says may not be right. Each person should be able to express his own beliefs.

Return to Base 7.4 for a new answer.

## Base 4.7

Henry has been very involved in playing cowboys all morning.

As snack time approaches, you should say to him:

- a) "You'll need to wash your hands because it is snack time."
- b) "Let's wash up in the stream, partner, and then head for the chuck wagon."
- c) "Go wash your hands for snack time."

## Base 7.5

Acceptance of children as well as their statements is important.

You can reject an action while you accept the child. A case where you might need to do this is when Tom purposely throws sand. You can accept Tom and reject sand throwing by saying:

- a) "Tom, you are a bad boy!"
- b) "The sand needs to stay in the sand box."
- c) "Good boys don't throw sand."

## Base 4.7 a

a) "You'll need to wash your hands because it's snack time."

This may be right. You've remembered to use a positive suggestion and to give a reason for the change in activity. With some children this may be enough, but remember that Henry has been very involved in his play. How could you help the child by keeping his current interest in mind?

Read the answer to Base 4.7 b and then go to Base 4.8.

## Base 7.5 a

a) "Tom, you are a bad boy!"

Oh, oh! By telling Tom that he is bad you are rejecting him rather than accepting him. Is Tom really bad, or is his action unacceptable?

Return to Base 7.5 for a new try.

## Base 4.7 b

- b) "Let's wash up in the stream partner, and then head for the chuck wagon."

Good for you! Your answer is positive and gives the reason for a change of activity. Equally as important is the use of cowboy language. By using it you make it easier for Henry to leave his current activity because you've helped transfer his cowboy interest to a new activity.

Go to Base 4.8.

## Base 7.5 b

- b) "The sand needs to stay in the sand box."

Yes! You can't accept throwing sand because someone may get hurt. This doesn't mean that you can't accept Tom. You might add, "Tom, you are a fine boy. We don't throw sand at school because it might get in someone's eye. Since you are a nice boy, I know you'll try to remember not to throw sand."

Go on to Base 7.6.

## Base 4.7 c

c) "Go wash your hands for snack time."

Sorry! You did let Henry know why he has to change activities, but you need more. You need to be more positive and you need to keep Henry's current activity in mind. He'll be more interested in a new activity if you can relate it to the old one.

Choose a new answer from Base 4.7.

## Base 7.5 c

c) "Good boys don't throw sand."

Afraid not. You haven't really said that Tom is bad, but you've implied that he is. This is a way of rejecting him, not accepting him. Is Tom bad, or is his action unacceptable?

Return to Base 7.5.

## Base 4.8

Directing a child to a new activity is especially important when you want to change the child's behavior. In changing the child's behavior you need to keep the child's current interest in mind.

Randy and Ricky are at play when Randy says, "I saw a fight on television last night. They hit like this." Ricky and Randy begin hitting each other. After explaining that we don't hit for real, it would be best to:

- a) Have them put on boxing gloves and stage a play fight.
- b) Have them both play alone for a while.
- c) Have Randy put together a puzzle and have Ricky paint.

## Base 7.6

While washing his hands, James throws water on the floor on purpose. You say to him:

- a) "Hey, cut that out! If you don't you'll really get it."
- b) "You are a bad boy. Look at the mess you made."
- c) "Here is a towel. I'll help you clean up the water."

## Base 4.8 a

- a) Have them both put on boxing gloves and stage a play fight.

Right you are! It is important to make sure the children know that the boxing glove fight is a play one and not a real one. By letting the children have a play fight you have gone along with their interest and have helped them "let off steam" in a non-destructive way.

You are ready for Base 4.9.

## Base 7.6 a

- a) "Hey, cut that out! If you don't, you'll really get it."

Whoops! By ordering James to stop you are likely to make him throw some more. If he does stop, he is likely to feel threatened by your scare tactic. It's not too friendly a place when you live in fear of someone "really getting you."

Return to Base 7.6 for another try.

## Base 4. 8 b

- b) Have them both play alone for a while.

Afraid not. Having them play by themselves may stop the fight, but you haven't really changed the children's interest. They need help in choosing a new activity, especially when the change in activity isn't what they really want.

Advance to Base 4. 9.

## Base 7. 6 b

- b) "You are a bad boy. Look at the mess you made."

Sorry. Stop and think for a minute. Is James really a bad boy, or is throwing water on the floor bad? Playschool or the day care center wouldn't seem too friendly to James if the people there make him feel that he is bad.

Pick a new answer from Base 7. 6.

## Base 4.8 c

c) Have Randy put together a puzzle and have Ricky paint.

Not quite right. You have redirected the children to new activities which would stop the fight, but you still need to consider the children's interests.

Try again from Base 4.8.

## Base 7.6 c

c) "Here is a towel. I'll help you clean up the water."

Good for you! This was a hard one. While you help James clean up you'll need to explain that throwing water is not done at school. Help him see your disapproval of throwing water, but let him know you still like him. Throwing water is bad; James isn't bad. It would be a good idea to find out why James threw the water, and to help James understand that this behavior isn't acceptable.

You have completed the programmed learning. If you have any questions about what you've learned, review those areas in which you are weak.

## Base 4.9

Nancy runs through the play area knocking over blocks and tipping over chairs. You should:

- a) Go outside with Nancy and have her race around the play area.
- b) Have Nancy build with the blocks.
- c) Make Nancy sit quietly in the corner.