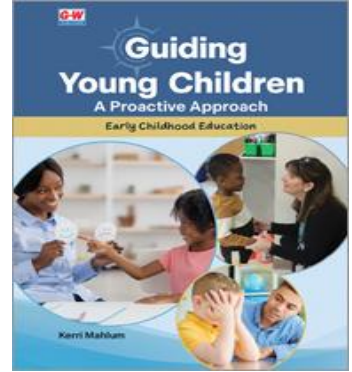


Guiding Young Children: A Proactive Approach



Guiding Young Children: A Proactive Approach: Lesson Plan

Instructor: _____ Date: _____
Course: _____ Unit: _____

Chapter 1: Where Have We Been? Where Are We Now?

Learning Outcomes

- (Obj 1.1) Identify theorists who have contributed to current practices in early childhood education and behavioral guidance.
- (Obj 1.2) Identify historical events that have impacted current behavioral guidance practices.
- (Obj 1.3) Examine current events influencing challenging behavior in early childhood education settings.

Standards

The following NAEYC standards are addressed in this chapter:

- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

The following DAP standards are addressed in this chapter:

- Principle 1: Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.
- Principle 4: Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.

Instructional Resources

- Textbook/eBook: Chapter 1
- Instructor Resources: Chapter 1 Instructor's Presentation for PowerPoint
- Instructor Resources: Chapter 1 Answer Key

Resources for Practice and Application

- Digital Companion: Interactive Activities
- Digital Companion: E-Flash Cards
- Textbook/eBook: Chapter 1 Checkpoint Questions
- Textbook/eBook: Chapter 1 Recall Questions
- Textbook/eBook: Chapter 1 Critical Thinking Questions
- Textbook/eBook: Chapter 1 Image Caption Questions

Assessment

1
Copyright © Goodheart-Willcox Co., Inc. All Rights Reserved. You may not reproduce, create or utilize any AI technology with respect to, or allow unauthorized access to, any G-W course or content as permitted by U.S. copyright law. Such materials may be used for your own educational purposes not accessible by the general public.

Chapter 3 Key Terms

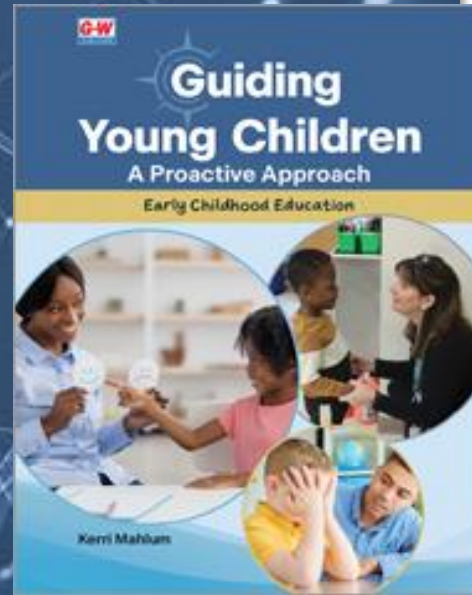
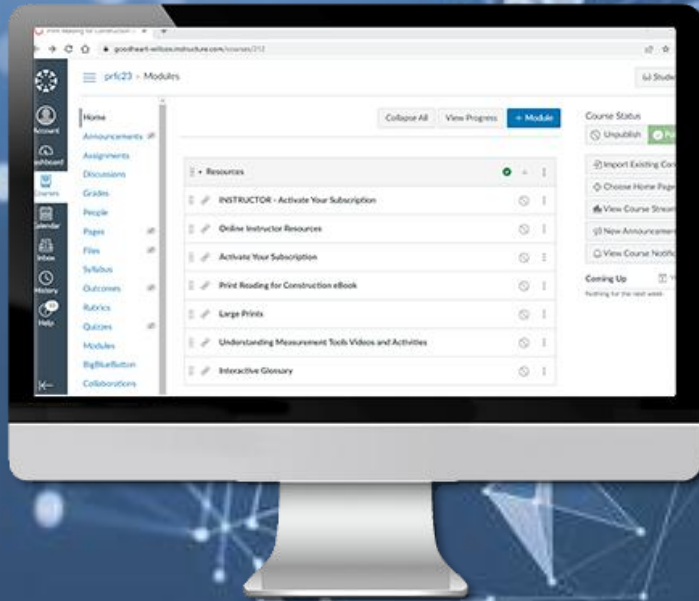
- authoritarian
- authoritative
- cognitive/linguistic domain
- developmental delay
- developmental domains
- egocentric
- emotional domain
- fine motor skills
- gross motor skills
- Individuals with Disabilities Education Act (IDEA)
- permissive
- physical domain
- redirection
- social domain
- special needs
- substitution
- temperament



Lesson Plans, Presentations, and Answer Keys



Print • Digital • Bundle Options Available



Blackboard[®] D2L
BRIGHTSPACE  canvas

 moodle  schoolology[®]  Additional
LTI-Compliant
Platforms

Clever 
ClassLink

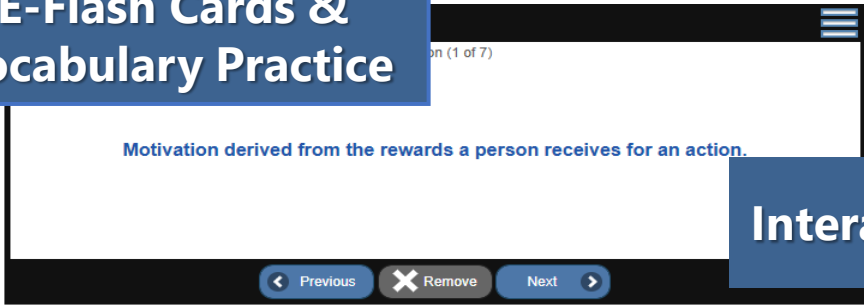

1EDTECH
CERTIFIED


Google Classroom

LMS and CMS Integration Easy Navigation



E-Flash Cards & Vocabulary Practice



Interactive Activities

1: Vocabulary Game

Select a point value. Choose the term that matches the definition.

Score: 100

✓ 100	100	100	100
200	200	200	200
300	300	300	300

Definition: A negative attitude against a specific social or ethnic group of which one is not consciously aware.

- punishment
- zone of proximal development (ZPD)
- prosocial behavior
- implicit bias

Check Answer

5: Matching Activity

Match the term with the correct definition.

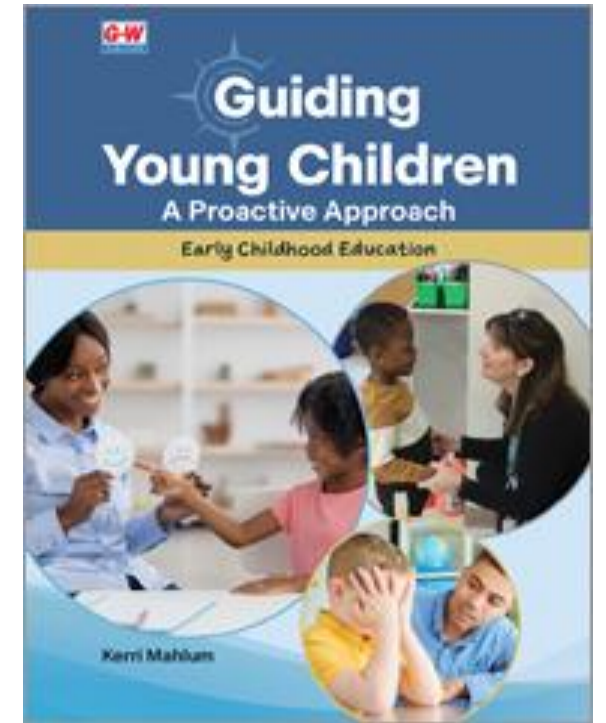
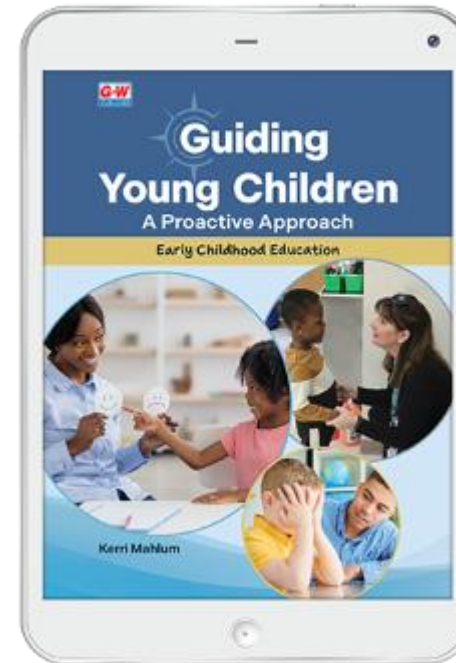
- ABC event sample
- analysis of anecdotal records
- anecdotal record
- frequency event sample
- objective observation
- observation
- subjective observation
- time sample

- A. The process by which an educator uses their knowledge of the child, the situation, and their understanding of child development to assess a child or a classroom situation.
- B. A thorough description of a child's actions and behaviors.
- C. A form of observation that reflects only what is seen and heard, with as much detail as possible.
- D. The ability to see and evaluate.
- E. A method of recording observations in a set time period and marking the occurrence of a behavior at regular time intervals.
- F. A method for recording the context of a behavior each time it occurs.
- G. A form of observation that may make use of slang terms or state opinions about a child and their behavior.
- H. A type of event sample in which the teacher uses a tally mark to track how often a behavior occurs during a set period of time.

Digital Activities

Check Answers

Integrate G-W Digital Resources



Guiding Young Children



Brief Contents

Unit 1 Theories and Purposes of Guidance

Chapter 1 Where Have We Been? Where Are We Now?

Chapter 2 Why Does Guidance Matter?

Unit 2 Observation and Reasons for Behavior

Chapter 3 How Do We Guide Children of Different Ages and Needs?

Chapter 4 How Can the Environment Impact Behavior?

Chapter 5 What Do We Need to See? How to Observe for Behavior

Chapter 6 Why Is This Happening? How to Understand Behavior

Unit 3 Strategies for Guidance and Discipline

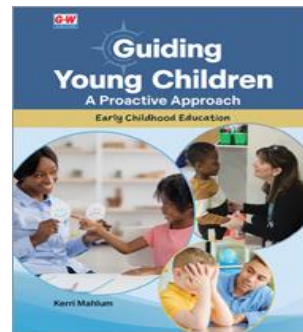
Chapter 7 How Can Communication Guide Behavior?

Chapter 8 How Do We Get Along? Teaching Children to Solve Problems

Chapter 9 What Do We Expect? Setting Expectations and Enforcing Discipline

Unit 4 Guidance in Action

Chapter 10 How Do We Apply What We've Learned?



Contents

Unit 1 Theories and Purposes of Guidance

Chapter 1 Where Have We Been? Where Are We Now?

- 1.1 Where Do the Ideas Come From? Theories of Child Behavior
- 1.2 The History of Child Behavior: Who's Watching the Children?
- 1.3 Current Events Affecting Early Childhood Behavior: Where Are We Now?

Chapter 2 Why Does Guidance Matter?

- 2.1 Punishment vs. Discipline
- 2.2 The Use of Guidance as a Behavioral Strategy
- 2.3 Culturally Responsive Guidance Strategies

Unit 2 Observation and Reasons for Behavior

Chapter 3 How Do We Guide Children of Different Ages and Needs?

- 3.1 The Impact of Temperament on Child Behavior
- 3.2 The Impact of Caregiving Styles on Child Behavior
- 3.3 Strategies for Developmental Domains and Stages
- 3.4 Strategies for Developmental Delays and Special Needs

Chapter 4 How Can the Environment Impact Behavior?

- 4.1 The Physical Environment and Behavior
- 4.2 The Temporal Environment and Behavior
- 4.3 The Interpersonal Environment and Behavior

Chapter 5 What Do We Need to See? How to Observe for Behavior

- 5.1 Objective Observations
- 5.2 Anecdotal Records
- 5.3 Event Samples
- 5.4 Time Samples

Reinforce Lesson Content

Chapter 1 Key Terms

- behavioral guidance
- discipline
- ecological systems theory
- expulsion
- Head Start
- implicit bias
- kindergarten readiness
- modeling
- prosocial behavior
- punishment
- sensitive periods
- time-out
- zero tolerance
- zone of proximal development (ZPD)

Standards Covered in This Chapter

NAEYC

1c, 1d, 4a

DAP

Principle 1, Principle 4

A Story from the Author

The Playground Is Delicious!

It was 1976, and I was in kindergarten. My teacher was Mrs. Rizzie. She was a groovy teacher with fluffy white hair. She sat on the floor and played an autoharp while we sang folk songs every morning. She had fun blocks that were printed with brick patterns, with which we would build forts. She taught us the critical skills of early childhood: how to make turkeys using our hands, how to walk in a line, and how to sit with our legs crossed for every story time.

One of her most memorable lessons came on a wild and windy morning. We rushed into the room from recess with rosy, red cheeks and icy-cold hands from playing on the barren Wyoming playground. We pulled off our stocking caps to reveal crackling static from our hair. We slid off our wet, muddy boots and slippery snow pants before finally settling down on the lime-green carpet in front of Mrs. Rizzie.

She was not smiling at us with her usual brilliant, toothy grin. She looked very solemn, which was not something we were accustomed to seeing. After we quieted down, Mrs. Rizzie told us, in a serious, quiet voice, that she heard we were still spending our recess time eating snow from the playground. She was right! Snow eating had been the fad of the kindergarten crew for most of the week. Mrs. Rizzie told us earlier in the week not to eat snow. She said that snow is not clean and it could make us sick. We heard her warning, but we didn't really listen. Her hair was whiter, or crisper than usual. She smiled at each other and then she looked at the stern face of Mrs. Rizzie. We sat on our laps and waited with a

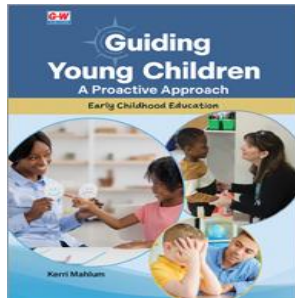


AshleyWiley/E+ via Getty Images

Consider This

1. When you were a young child, did you take some of your teachers' rules more seriously than others? What makes a rule easier to ignore?
2. In this scenario, the children grow solemn when they see that they have disappointed Mrs. Rizzie. Do you think that children generally want to please their teachers? Explain your answer.

Chapter-Opening Materials



CHAPTER 7 How Can Communication Guide Behavior?



wavebreakmedia/Shutterstock.com

Chapter 7 Learning Outcomes

After reading this chapter, you should be able to:

- 7.1 Identify developmentally appropriate communication behaviors and strategies for ages 0–8.
- 7.2 Describe alternative strategies for common ineffective communication practices.
- 7.3 Apply the effective communication strategies of listening, modeling, assertive communication, and positive action.

Standards Covered in This Chapter

NAEYC

1b, 1d, 4a

Developmental Communication Landmarks of Children 0–7 Years

Age	Communication Landmarks	Positive Communication Strategies
0–3 months	<p>Child startles at loud noises.</p> <p>Child can be soothed by familiar caregiver’s voice.</p> <p>Child smiles at familiar people.</p> <p>Child cries to have needs met (such as hunger, diaper change, physical discomfort, tiredness).</p>	<p>Respond to the child’s cries and work to discern the child’s needs.</p> <p>Reinforce attempts at communication by returning smiles and mimicking nonverbal communication.</p>
4–6 months	<p>Child responds to change in tone of adult’s voice.</p> <p>Child begins to babble and coo when alone and playing with others.</p> <p>Child giggles and laughs.</p>	<p>Communicate frequently to child about their day-to-day occurrences.</p> <p>Sing and talk to child during routine times of day such as feeding and diapering.</p> <p>Respond to eye contact with matching eye contact and talking.</p>
7–12 months	<p>Child turns and looks in direction of sounds.</p> <p>Child starts to respond to simple words and phrases such as “No,” “Come here,” and “Want more?”</p> <p>Child plays games like peek-a-boo and pat-a-cake.</p> <p>Child says one- or two-syllable words like “hi,” “dog,” “dada,” “mama,” or “uh-oh.” This will happen around their first birthday, but sounds may not be clear.</p>	<p>Label objects in the child’s world as they interact with them (“Yes! That’s a ball.” “Do you want your blanket?”).</p> <p>Repeat language back to the child as they begin to speak.</p>

Chapter Opening Materials

Lev Vygotsky

Lev Vygotsky (1896–1934) was a psychologist from the former Soviet Union. He proposed the sociocultural theory of child development. This theory asserts that children learn through their social and cultural interactions. His work supported the assertion that children learn best from a more knowledgeable person, including teachers or more experienced peers. From his work, early childhood educators understand that children learn behavior through the *modeling* of adults and through their exchanges with other children. Additionally, Vygotsky proposed what he termed the *zone of proximal development (ZPD)* (Figure 1-4). He saw this as the ideal setting for children to learn. It was the idea that children are able to learn best when they have tasks that are challenging enough to hold their attention yet are not so difficult that they feel frustrated. In the ZPD, children are presented with tasks, and they can learn with the support of a more knowledgeable person in their vicinity. This connects with his assertion that children learn best via interactions with others. This theory is most readily applied by working to communicate clearly and often with children as well as teaching them how to express their feelings and listen to their friends.

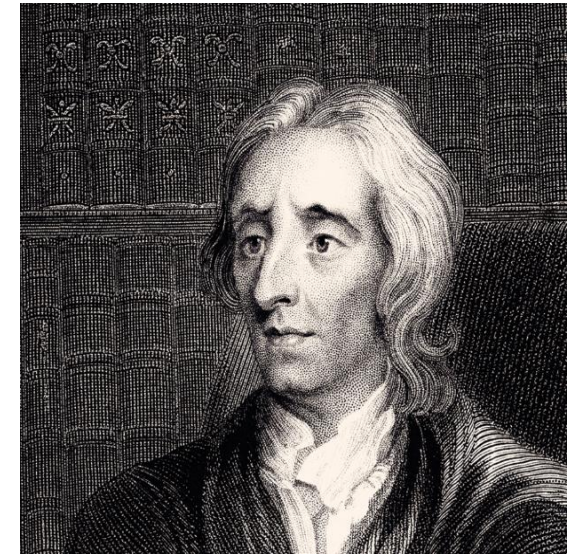
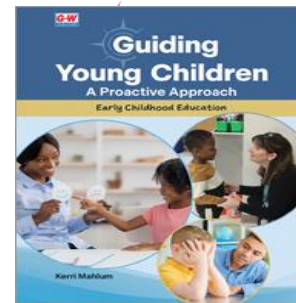


✓ Checkpoint

1. Why is it important for early childhood educators to understand the contributions of developmental theorists when guiding children's behavior?
2. How did John Locke's concept of *tabula rasa* influence early childhood education, and what is its implication for understanding the impact of early experiences on children's development?
3. What is the significance of Lev Vygotsky's sociocultural theory in promoting positive behavior in early childhood, and how can educators apply this theory in the classroom?

Goodheart-Willcox Publisher

Figure 1-4 In Vygotsky's zone of proximal development (ZPD), children learn how to complete challenging tasks with the support of a more knowledgeable person. *What are some ways that educators can support children in taking on tasks that are challenging enough to hold their attention, yet not so difficult that they feel frustrated?*



Reinforce Lesson Content



Goodheart-Willcox Publisher
Figure 1-4 In Vygotsky's zone of proximal development (ZPD), children learn how to complete challenging tasks with the support of a more knowledgeable person. What are some ways that educators can support children in taking on tasks that are challenging enough to hold their attention, yet not so difficult that they feel frustrated?

The six-step strategy for conflict resolution is shown in **Figure 8-11**.

Goodheart-Willcox Publisher
Figure 8-11 The six-step strategy for conflict resolution. Why might following this model lead to more effective conflict resolution among young children than handling problems spontaneously, without a structured approach?

96 Unit 1: Themes and Purposes of Guidance

1.3 Current Events Affecting Early Childhood Behavior: Where Are We Now?

The value of early childhood education has gained recognition in recent years... The increased awareness of the importance of early childhood education is... Early Childhood Expulsion... The policy of zero tolerance—giving the most serious punishment possible... school expulsion and bullying... Early Childhood Expulsion... The policy of zero tolerance—giving the most serious punishment possible... school expulsion and bullying... Early Childhood Expulsion... The policy of zero tolerance—giving the most serious punishment possible... school expulsion and bullying...

Goodheart-Willcox Publisher
Figure 1-9 According to the NCSL, the early childhood field is facing serious challenges in each of these areas. How do you, as an early childhood educator, rise to these challenges?

Chapter 3 How Do We Guide Children of Different Ages and Abilities? 67

Which one do you want me to help with? The child sticks out their left arm, and the teacher slips the arm into a sleeve (Figure 3-19). She holds up the other sleeve and says, "I can't wait to see you put this on! You are an excellent jacket 'partner' today!" The child smiles shyly, slips on her sleeve, and gets in line to go outside. The power struggle is averted. Because the child had chosen, they perceive that they have won because they have been provided power. The adult is also in a positive place because the child has followed the directions and a power struggle has been averted.

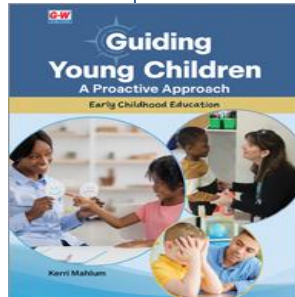
Strategies for Preschool Behavior
 The use of language in preschool-age children provides an effective tool for guiding behavior. Preschoolers are beginning to move from egocentrism to an awareness of the feelings of others. They are also continuing to develop a sense of self that they are learning what makes them different from other people. In this cognitive stage, praise can be an amazingly powerful guidance tool.

Praising Appropriate Behaviors
 Using praise as a behavioral management tool is most effective when the praise is targeted and specific. It also works best immediately after a child follows a direction. For example, a teacher might ask the children to show they are ready for her to read a story to them (Figure 3-20). As they sit on the floor, the teacher says, "Oh my gosh! I see you

Goodheart-Willcox Publisher
Figure 3-19 Rather than asking this toddler if they needed help with this jacket, this teacher asked which sleeve the child wanted to put into the jacket first. How does providing choices promote prosocial behaviors?

Goodheart-Willcox Publisher
Figure 3-20 Rather than scolding the children who aren't sitting still and listening, this teacher praises the children who are. Does this seem like an effective guidance strategy to you? Why or why not?

Goodheart-Willcox Publisher



Illustrations and Photos

A Deeper Dive

- Early Childhood Expulsion
- Candy Salad
- More About Developmental Norms
- A System for Observing



Cultural Lens

- Helping Children Build Guidance Skills
- Generational Differences in Parenting Styles
- Cultural Differences in Parenting Styles
- Honoring Cultural Values
- Handling Disagreements
- International Influences on Guidance Styles
- Celebrating Diversity in the Classroom



Myth vs. Reality

- Kids These Days!
- Spanking
- They'll Grow Out of It! (or Will They?)
- Toys, Toys, Everywhere!
- The Power of Observation
- A Good Home Means a Good Child
- The Pitfalls of Praise
- The High Cost of Zero Tolerance
- Game Is Not Always Fair
- Plan for Calm, Prepare for Surprise

From the Field

- Ariel Weekly, School Social Worker
- Amy Czerniak, Learning Environment Coordinator
- Zlata Stanković-Ramirez, Assistant Professor
- Stefanie Echols, Special Education Preschool Teacher
- Dr. April Goins-Jones, Assistant Professor and Zero-Kindergarten Instructor
- Kristen Anderson Ternig, Licensed/Certified Speech-Language Pathologist and Special Education Assistive Technology Coordinator
- Kolleen Buckallew, Elementary Education Teacher
- Josh McGlade, Preschool Teacher
- Susan Farmer, Intervention and Enrichment Coordinator
- Lareasa Addison, Continuous Improvement Coaching Coordinator



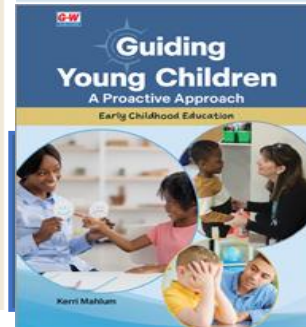
Videos from the Field

- Creative Guidance
- Don't Eat the Paint! Guidance During an Infant Art Activity
- Waiting Is Not Easy! Helping Children with Special Needs Through Transitions
- Navigating the Space
- Cleanup Time
- Observational Practice: Anecdotal Record
- Eyes on the Book!
- You Did It!
- Concrete Language? Peaceful Breakfast!



Do This, Not That

- Using Praise Instead of Rewards
- Arranging a Classroom Space
- Deciding What to Ignore
- Facilitating Instead of Escalating
- Create Class Rules *with* Children Instead of *for* Children



Feature Contents

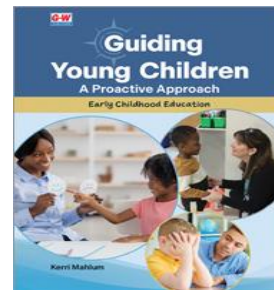
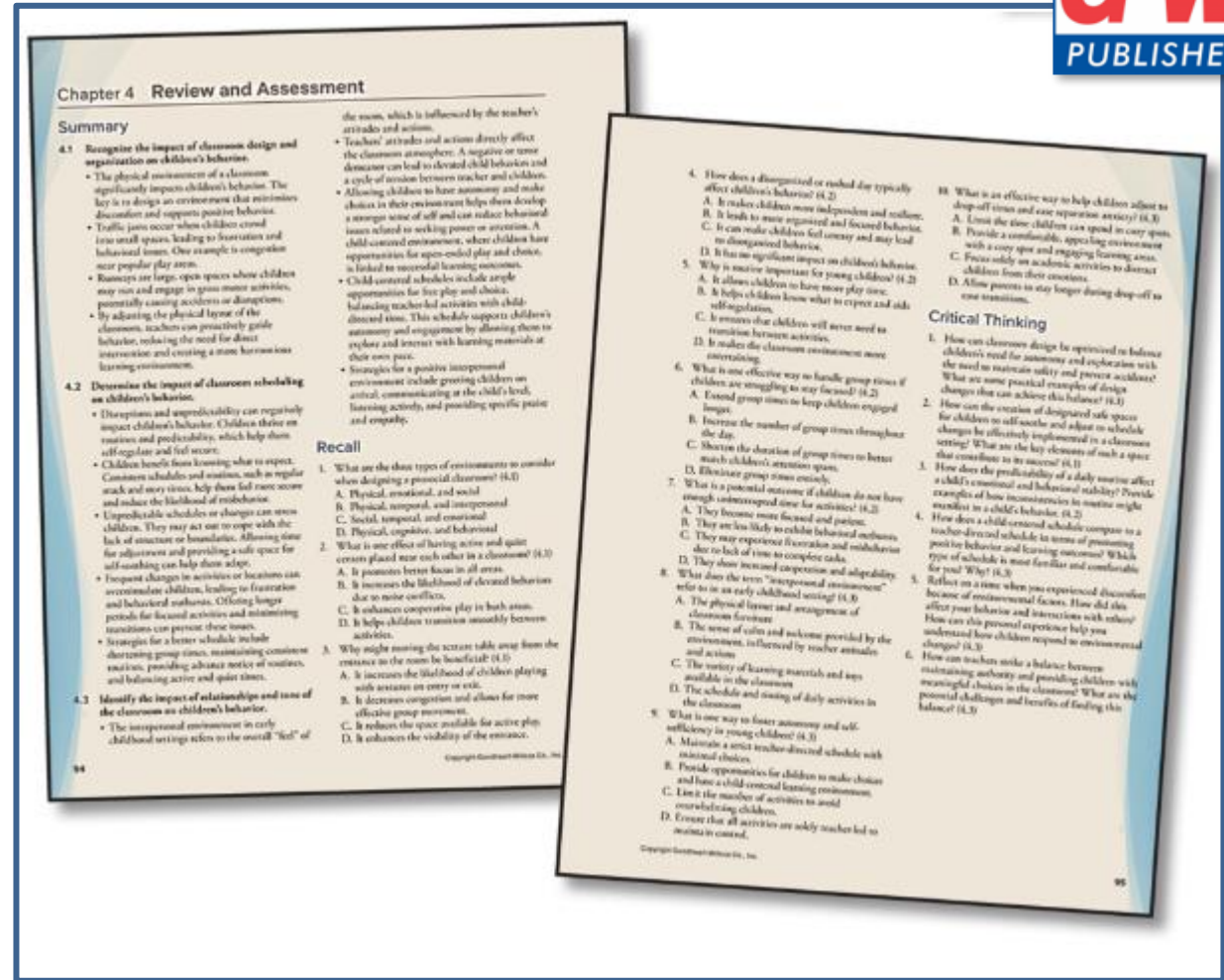
Chapter 1 Review and Assessment

Summary

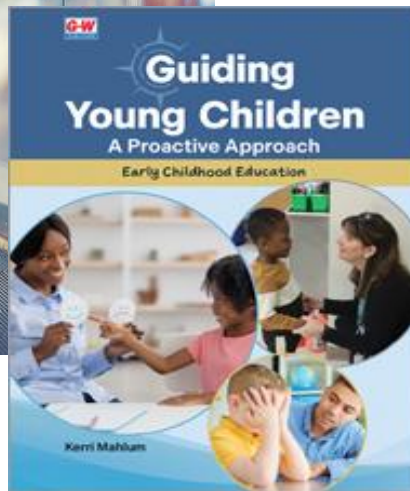
1.1 Identify theorists who have contributed to current practices in early childhood education and behavioral guidance.

- Strategies in early childhood education are grounded in the theories and research of past scholars.
- Understanding these theories helps educators apply developmentally appropriate, responsive guidance in their classrooms.
- Theorists agree that early learning and behavior development are shaped by children's interactions with others and the environments in which they grow.
- John Locke (1632–1704) introduced the concept of *tabula rasa* (blank slate), stating that children are born neither “good” nor “bad”; experiences shape their development.
- Jean-Jacques Rousseau (1712–1778) proposed that children are born inherently “good” and advocated for natural consequences to teach behavior and learning through exploration.
- Jean Piaget (1896–1980) defined stages of cognitive development in early childhood—sensorimotor, preoperational, and concrete operational—and highlighted the importance of natural consequences and practicing prosocial behavior through play.
- Lev Vygotsky (1896–1934) developed the sociocultural theory, focusing on learning through social and cultural interactions. He supported the use of modeling, communication, and teaching emotional expression and social skills.
- Kenneth Clark (1914–2005) and Mamie Phipps Clark (1917–1983) conducted research emphasizing the risk of low self-esteem in non-majority ethnicity children. Their findings highlighted societal influence on feelings of inferiority and disengagement for children of non-majority ethnicity.
- Maria Montessori (1870–1952) observed children's deep engagement in “practical life” activities and repetition and supported free choice, learning through the environment, and guidance from well-educated adults.
- John Dewey (1859–1952) supported hands-on learning and social interaction. He advocated for collaborative learning and teachers as positive role models.
- Dr. Inez Beverly Prosser (c. 1895–1934) researched the effect of segregated schools on non-majority ethnicity children's self-esteem. Her work emphasized the necessity of understanding and trust between educators and children from non-majority ethnic groups.
- Uri Bronfenbrenner (1917–2005) developed the ecological systems theory. His theory included the influences of the microsystem, mesosystem, exosystem,

Review & Assessment



End of Chapter Materials



Chapter 4 Review and Assessment

Summary

4.1 Recognize the impact of classroom design and organization on children's behavior.

- The physical environment of a classroom significantly impacts children's behavior. The key is to design an environment that minimizes discomfort and supports positive behavior.
- Traffic jams occur when children crowd into small spaces, leading to frustration and behavioral issues. One example is congestion near popular play areas.
- Runways are large, open spaces where children may run and engage in gross motor activities, potentially causing accidents or disruptions.
- By adjusting the physical layout of the classroom, teachers can proactively guide behavior, reducing the need for direct intervention and creating a more harmonious learning environment.

4.2 Determine the impact of classroom scheduling on children's behavior.

- Disruptions and unpredictability can negatively impact children's behavior. Children thrive on routines and predictability, which help them self-regulate and feel secure.
- Children benefit from knowing what to expect. Consistent schedules and routines, such as regular snack and story times, help them feel more secure and reduce the likelihood of misbehavior.
- Unpredictable schedules or changes can stress children. They may act out to cope with the lack of structure or boundaries. Allowing time for adjustment and providing a safe space for self-soothing can help them adapt.
- Frequent changes in activities or locations can overstimulate children, leading to frustration and behavioral outbursts. Offering longer periods for focused activities and minimizing transitions can prevent these issues.
- Strategies for a better schedule include shortening group times, maintaining consistent routines, providing advance notice of routines, and balancing active and quiet times.

4.3 Identify the impact of relationships and tone of the classroom on children's behavior.

- The interpersonal environment in early childhood settings refers to the overall "feel" of

the room, which is influenced by the teacher's attitudes and actions.

- Teachers' attitudes and actions directly affect the classroom atmosphere. A negative or tense demeanor can lead to elevated child behaviors and a cycle of tension between teacher and children.
- Allowing children to have autonomy and make choices in their environment helps them develop a stronger sense of self and can reduce behavioral issues related to seeking power or attention. A child-centered environment, where children have opportunities for open-ended play and choice, is linked to successful learning outcomes.
- Child-centered schedules include ample opportunities for free play and choice, balancing teacher-led activities with child-directed time. This schedule supports children's autonomy and engagement by allowing them to explore and interact with learning materials at their own pace.
- Strategies for a positive interpersonal environment include greeting children on arrival, communicating at the child's level, listening actively, and providing specific praise and empathy.

Recall

- What are the three types of environments to consider when designing a prosocial classroom? (4.1)
 - Physical, emotional, and social
 - Physical, temporal, and interpersonal
 - Social, temporal, and emotional
 - Physical, cognitive, and behavioral
- What is one effect of having active and quiet centers placed near each other in a classroom? (4.1)
 - It promotes better focus in all areas.
 - It increases the likelihood of elevated behaviors due to noise conflicts.
 - It enhances cooperative play in both areas.
 - It helps children transition smoothly between activities.
- Why might moving the texture table away from the entrance to the room be beneficial? (4.1)
 - It increases the likelihood of children playing with textures on entry or exit.
 - It decreases congestion and allows for more effective group movement.
 - It reduces the space available for active play.
 - It enhances the visibility of the entrance.

94 Copyright Good and Beautiful Co., Inc.

- How does a disorganized or rushed day typically affect children's behavior? (4.2)
 - It makes children more independent and resilient.
 - It leads to more organized and focused behavior.
 - It can make children feel uneasy and may lead to disorganized behavior.
 - It has no significant impact on children's behavior.
- Why is routine important for young children? (4.2)
 - It allows children to have more play time.
 - It helps children know what to expect and aids self-regulation.
 - It ensures that children will never need to transition between activities.
 - It makes the classroom environment more entertaining.
- What is one effective way to handle group times if children are struggling to stay focused? (4.2)
 - Extend group times to keep children engaged longer.
 - Increase the number of group times throughout the day.
 - Shorten the duration of group times to better match children's attention spans.
 - Eliminate group times entirely.
- What is a potential outcome if children do not have enough uninterrupted time for activities? (4.2)
 - They become more focused and patient.
 - They are less likely to exhibit behavioral outbursts due to lack of time to complete tasks.
 - They show increased cooperation and adaptability.
 - What does the term "interpersonal environment" refer to in an early childhood setting? (4.3)
 - The physical layout and arrangement of classroom furniture
 - The sense of calm and welcome provided by the environment, influenced by teacher attitudes and actions
 - The variety of learning materials and toys available in the classroom
 - The schedule and timing of daily activities in the classroom
- What is one way to foster autonomy and self-sufficiency in young children? (4.3)
 - Maintain a strict teacher-directed schedule with minimal choices.
 - Provide opportunities for children to make choices and have a child-centered learning environment.
 - Limit the number of activities to avoid overwhelming children.
 - Ensure that all activities are solely teacher-led to maintain control.
- What is an effective way to help children adjust to drop-off times and ease separation anxiety? (4.3)
 - Limit the time children can spend in cozy spots with a comfort object, appealing environment
 - Focus solely on academic activities to distract children from their emotions.
 - Allow parents to stay longer during drop-off to ease transitions.

Critical Thinking

- How can classroom design be optimized to balance children's need for autonomy and exploration with the need to maintain safety and prevent accidents? What are some practical examples of design changes that can achieve this balance? (4.1)
- How can the creation of designated safe spaces for children to self-soothe and adjust to schedule changes be effectively implemented in a classroom that contribute to its success? (4.1)
- How does the predictability of a daily routine affect a child's emotional and behavioral stability? Provide examples of how inconsistencies in routine might manifest in a child's behavior. (4.2)
- How does a child-centered schedule compare to a teacher-directed schedule in terms of promoting positive behavior and learning outcomes? Which type of schedule is most familiar and comfortable for you? Why? (4.3)
- Reflect on a time when you experienced discomfort because of environmental factors. How did this affect your behavior and interactions with others? How can this personal experience help you understand how children respond to environmental changes? (4.3)
- How can teachers strike a balance between maintaining authority and providing children with meaningful choices in the classroom? What are the potential challenges and benefits of finding this balance? (4.3)

95 Copyright Good and Beautiful Co., Inc.

End-of-Chapter Review