

CHAPTER 9

Guiding Behavior and Social Competence

Study Guide

Directions Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

Building Social Skills

Children first develop _____

Then, children form attachments with _____

Social Competence Goals

Social competence: _____

Positive social traits include _____

Social Skills

The foundation of social skills is _____.

Ways to build social skills include:

- Model respect, acceptance, and positive social skills: _____

- Encourage empathy and compassion: _____

- Promote positive self-concept: _____

- Encourage cooperation and teamwork: _____

- Require self-control: _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Fostering Social Development

Early educators should create _____

If a child has trouble entering a group activity _____

Social Communication Skills

Infants communicate through _____

Talk to babies _____

Language games, silly songs, and rhymes can help _____

Children begin more complex verbal communication in _____

Expressing Feelings

When children are upset, it helps when _____

Active listening: _____

Using active listening helps children learn to _____

Children can learn to express feelings:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Parenting Styles

Children's experiences with different parenting styles _____

The three types of parenting styles are _____

No one parenting style _____

Only when one is carried to the extreme _____

Guidance: _____

Teachers have the responsibility of _____

Family crisis situations and family violence are not the sole cause of behavior issues, but _____

Some specific child behaviors that can indicate home violence include:

- _____
- _____
- _____
- _____
- _____

Cultural Sensitivity

A family's _____ impact a child's behavior.

Appropriate nonverbal communication also _____

When cultural differences are openly discussed among early educators and families

Chapter 9 Guiding Behavior and Social Competence (continued)

Guidance in Multigenerational Homes

Some children grow up in homes in which _____

Child care professionals should encourage these families to _____

Considering all the factors involved with each family will _____

Positive Child Guidance

To guide children's behavior, teachers must _____

Listen to and observe experienced teachers in action to _____

Goals of Child Guidance

Positive guidance helps children _____

Positive guidance also tells children _____

Guidance serves the following purposes:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Self-discipline: _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Child Guidance Basics

Children cannot learn to behave appropriately if _____

Teachers' expectations must be _____

Children learn best by _____

To set up classroom rules:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Preventing Problems

By structuring the schedule and the environment to minimize

_____, you can reduce misbehavior.

A supportive environment that provides _____
is important.

Chapter 9 Guiding Behavior and Social Competence (continued)

Providing Balance

Children can lose focus if _____

They can become overtired if _____

A balanced schedule is important because _____

Children with special needs may need _____

Schedules, Transitions, and Routines

Follow a _____

Children find security in _____

They become confused if _____

Prepare activities and routines that _____

Activities

Plan a wide _____

Children who are busy with _____

Plan activities _____

Provide _____ for each child.

Activities should help create _____

Too many choices or rapid changes in activities can _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Environment and Equipment

Arrange the physical environment to promote children's success:

- _____
- _____
- _____

Children play more cooperatively when _____

Provide Individual Attention

Plan times when _____

A lack of stability might affect _____

Expectations and Limits

Setting limits helps children understand _____

Limits should keep children from _____

When setting limits, consider _____

To encourage good behavior, provide children with _____

Obey the classroom rules _____

Role-model _____ as you interact with children and adults.

Expectations and limits for children's behavior should be _____

Clear expectations are often communicated by _____

I-messages: _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Verbal and Nonverbal Guidance

Verbal communication should be _____

To avoid confusion, use _____

Teachers also use _____

Handling Inappropriate Behavior

Children who misbehave may be _____

If they are experiencing problems at home they may misbehave as a way of _____

Negative methods such as spanking, threatening, frightening, shouting, isolating, or shaming children should _____

Your goal is to _____

Handling Biting

Biting is never appropriate and situations involving children biting _____

Children bite for many reasons, including as:

- _____
- _____
- _____
- _____
- _____

A teacher has to closely observe and consider the circumstances around a biting incident to _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Ignore Minor Misbehavior

Sometimes children misbehave _____

The best response may be _____

If minor misbehavior gets attention _____

Offer Choices

Some behavior problems are a result of _____

Allowing children to _____

Offer only _____

Giving children a choice shows that _____

Coach Appropriate Behaviors

Young children need _____

Coaching encourages _____

Children are encouraged when _____

Early educators should also _____

Distraction and Redirection

With very young children, such as infants, distraction _____

Redirection: _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Establish Behavior Consequences

Consequences: _____

Consequences may be _____

When children realize their actions may have negative consequences, they are

Early educators should select consequences that are _____

Encouragement and Positive Reinforcement

Children will respond better to _____

Positive reinforcement: _____

Praise and encouragement should be _____

Remember to recognize _____

Keep in mind that if children are praised for everything they do, _____

Negative reinforcement: _____

Teachers using such negative reinforcement _____

Natural Consequences

Sometimes the natural results of an action are _____

Natural consequences can be effective but _____

Logical Consequences

By promoting responsibility, logical consequences teach a child _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Use the following guidelines for enforcing logical consequences:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Withdrawal of Privileges

Another approach is to _____

The privilege being taken away should _____

Establish a _____

Cool-Down Moments

Cool-down moment: _____

Make sure that the area chosen as a cool-down space is _____

When directing a child to take a cool-down moment:

- _____
- _____
- _____
- _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Cool-down moments should be no longer than _____

Cool-down moments may not be appropriate for _____

Guidance Challenges

Conflict is _____

Resolving conflicts involves many social skills:

- _____
- _____
- _____
- _____

Avoid Labels

A child who is labeled “troublemaker” or “bully” _____

Negative labels such as “stupid” and “clumsy” _____

The labels assigned a child affect _____

Conflict Resolution

If a child is being physically harmed or endangered, _____

If the situation poses no immediate danger, _____

Teachers can use problem-solving steps to help children resolve conflict:

- _____
- _____
- _____

Chapter 9 Guiding Behavior and Social Competence (continued)

Documenting Concerns

If a child's behavior problems last for weeks or months, _____

To determine if there is a pattern or a specific cause of a problem, early educators should _____

Documenting your concerns about a child's behavior may _____

Unresolved behavior problems require a conference with the child's parent or guardian:

- _____
- _____
- _____
- _____