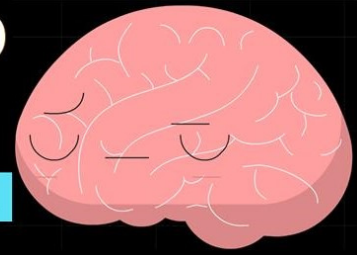


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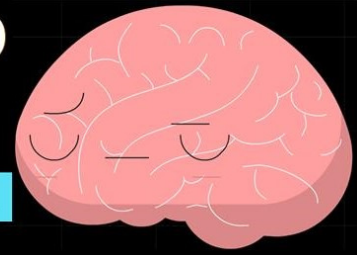
Pioneers in the Guidance Tradition from the Fields of Developmental and Self Psychology	
Jean Piaget 1986-1980	The modern ideal is cooperation--respect for the individual and for general opinion as elaborated in free discussion. Children come to the spirit of democracy through the modeling of cooperation by adults who are able to make autonomous (intelligent and ethical) decisions themselves.
The Constructivists (Contributions 1980s-present)	Sampling: Elkind, Bredekamp, and Copple (on behalf of the National Association for the Education of YOUNG Children), DeVries & Zan, Gandini. The child constructs knowledge (builds meaning) through ongoing interactions with others and the physical environment. Guidance enables all children to develop at their own rates and learn in their own ways through the personal construction of knowledge.
Alfred Adler (1870-1937)	healthy development of the child results in an adult ability for interconnectedness with social groups, to the benefit of both society and the individual. Guidance that is encouraging without being permissive or dictatorial is central, leading to adults able to actualize their individual and social potentials.
Self Psychologists (Contributions: 1960s-1970s)	Sampling: Arthur Combs, Erik Erikson, Abraham Maslow, Carl Rogers, William Purkey. The developing self is the dynamic in human behavior. Schools must address not just academics, but also the self concepts of learners. Students experiencing successful involvement in education feel positively about themselves, have a little need to act out, and are able to engage in significant learning.
Rudolph Dreikurs 1897-1972	Teachers need to be leaders, not bosses. When their attempt to achieve social acceptance fail, children show antisocial behavior for a purpose, to achieve any of four mistaken goals. Teachers should use techniques such as encouragement and logical consequences instead of punishments to help the child find social acceptance.
Haim Ginott 1922-1973	The "psychology of acceptance" means that the teacher's task is to build and maintain positive relations with each child. The teacher uses techniques such as "I" messages, the "cardinal principal" (address the behavior, accept the child),

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and nonjudgmental acknowledgment to support relationships and solve problems

Pioneers of the Guidance Tradition from the Field of Education

John Comenius 1592-1673	The desire to learn can be excited by teachers, if they are gentle and persuasive and do not alienate their pupils from them by roughness. Rods and blows should never be used in schools.
Johann Pestalozzi 1746-1827	Teachers need to look first at the system if there are behavioral problems. Positive behavior is a natural outgrowth when children are involved in engaging activities that meet their needs
Robert Owen 1771-1858	Punishment is never required, and should be avoided as much as giving poison in their food. Teachers are to use kindness in tone, look, word, and action
Friedrich Froebel 1782-1852	The teacher should see the natural impulses of the child not as a tendency toward evil but as the source and motivation for human development that with guidance leads to character in the adult
Maria Montessori 1870-1952	The child is in a process of dynamic development, which the adult has attained. Children educate themselves through absorption in meaningful tasks. In this process they learn both self-discipline and responsible decision making
John Dewey 1859-1952	Out of the occupation, out of doing things that are to produce results, and out of doing these things in a social and cooperative way, there is born a discipline of its own kind and type.

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