

The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms


By Dan Gartrell

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The Power of Guidance: Teaching Social-Emotional Skills In the Early Childhood Classroom has the distinction of being selected as a 2003 comprehensive member benefit by the NAEYC, an honor for any author in the field. It is a collection of well-received writings on how to use guidance in early childhood classrooms. The material teaches strategies for developing an encouraging classroom and for working with children, particularly boys, who have moderate and serious conflicts. It also presents non-punitive approaches to classroom management. Those who will find the most value in this compilation of material on guidance are practitioners in the field, including Head Start teachers, childcare teachers and preschool and primary grade teachers and assistants. The Power of Guidance: Teaching Social-Emotional Skills In the Early Childhood Classroom also will be popular in training programs for staff pursuing Child Developmental Associate credentials and other early childcare training certificates.

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Editorial Review

Review

1. Patience or Understanding? 2. Misbehavior or Mistaken Behavior? 3. Beyond Discipline to Guidance 4. The Guidance Premise: Family-Teacher Partnerships 5. Using Guidance to Build an Encouraging Classroom: Beyond Time Out 6. Using Guidance to Maintain an Encouraging Classroom: Four Intervention Alternatives 7. Sustaining the Encouraging Classroom: Class Meetings 8. Guidance with Boys in Early Childhood Classrooms 9. Societal Violence and Guidance: Liberation Teaching 10. Strong Needs Mistaken Behavior: Strategies for Crisis Management and Comprehensive Guidance 11. Using the Booklet, "Developmentally Appropriate Guidance," as a Training Tool

From the Publisher

This compilation of well-received writings on approaches to young child guidance will be greatly appreciated by all those who work with young children. It is a valuable aid in understanding and managing childhood behaviors.

About the Author

Dan Gartrell (Ph.D., University of North Dakota) is Professor of Early Childhood and Elementary Education and Director of the Child Development Training Program at Bemidji State University in Minnesota. As a teacher, CDA trainer, and student teaching supervisor, Dr. Gartrell has been working with students in early childhood for more than 30 years. His articles have been published in *Young Children* and the *Journal of the National Association for the Education of Young Children (NAEYC)*. In addition, he has been a presenter at more than 200 workshops, training sessions, and keynote sessions on guidance in early childhood education in eight states, Germany, and Mexico.

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