



ELSEVIER

MacLennan & Petty
is an imprint of Elsevier

Elsevier Australia
(a division of Reed International Books Australia Pty Ltd)
30–52 Smidmore Street, Marrickville, NSW 2204
ACN 001 002 357

© 2008, 2003, 1999 Elsevier Australia

This publication is copyright. Except as expressly provided in the Copyright Act 1968 and the Copyright Amendment (Digital Agenda) Act 2000, no part of this publication may be reproduced, stored in any retrieval system or transmitted by any means (including electronic, mechanical, microcopying, photocopying, recording or otherwise) without prior written permission from the publisher.

Every attempt has been made to trace and acknowledge copyright, but in some cases this may not have been possible. The publisher apologises for any accidental infringement and would welcome any information to redress the situation.

This publication has been carefully reviewed and checked to ensure that the content is as accurate and current as possible at time of publication. We would recommend, however, that the reader verify any procedures, treatments, drug dosages or legal content described in this book. Neither the author, the contributors, nor the publisher assume any liability for injury and/or damage to persons or property arising from any error in or omission from this publication.

National Library of Australia Cataloguing-in-Publication Data

Porter, Louise - .

Young children's behaviour : practical approaches for
caregivers and teachers.

3rd ed.

Bibliography.

Includes index.

ISBN 978-0-7295-3833-6 (pbk.).

1. Preschool children - Psychology. 2. Behavior
modification. 3. Discipline of children. 4. Early
childhood education. 5. Classroom management. I. Title.

372.11024

Publisher: Debbie Lee
Publishing Services Manager: Helena Klijn
Edited by Ruth Matheson
Proofread by Pamela Dunne
Design and typesetting by Darben Design
Index by Mei Yen Chua
Printed by Ligare

Printed using vegetable-based inks on paper manufactured from sustainable forests.

contents

Part I	Foundations of discipline	1
1	Contrasting ideas about discipline	9
	Beliefs about children	10
	Beliefs about children's behaviour	14
	Goals of discipline	15
	Locus of causality	16
	Adults' status	17
	Conclusion	17
	Suggested further reading	18
2	Evidence about disciplinary practices	19
	Effectiveness of practices	19
	Research about the effects of guidance	20
	Disadvantages of punishments	23
	Disadvantages of rewards	26
	Ethical principles	29
	Eclecticism	30
	Conclusion	30
	Suggested further reading	30
Part II	Universal interventions	33
3	A child-centred educational program	39
	Curriculum planning	40
	Aims of early childhood programs	41
	Behavioural assessment	42
	Educational provisions	42
	Evaluation	48
	Conclusion	48
	Suggested further reading	48
4	Meeting children's basic needs	50
	Survival	50
	Emotional safety	56
	Wellbeing	60

	Conclusion	61
	Suggested further reading	62
5	Meeting children's need to belong	63
	Components of social competence	63
	Acceptance	66
	Empathy	70
	Connectedness	72
	Conclusion	76
	Suggested further reading	76
6	Meeting children's need for autonomy	77
	Freedom to make choices	78
	Mastery	78
	Self-efficacy	79
	Environmental supports	81
	Conclusion	82
	Suggested further reading	82
7	Meeting children's need for self-esteem	83
	The nature of self-esteem	83
	Signs of low self-esteem	85
	Facilitating children's healthy self-esteem	86
	Conclusion	92
	Suggested further reading	92
Part III	Supportive interventions	93
8	Origins of inconsiderate behaviour	95
	Guidance explanations for disruptiveness	96
	Responses to the behaviour types	101
	The attention-seeking myth	102
	Conclusion	103
9	Communicating to solve problems	104
	Listening	105
	Assertiveness	107
	Collaborative problem solving	111
	Conclusion	112
	Suggested further reading	113
10	Everyday responses to disruptions	114
	Institute guidelines, not rules	114
	Give positive instructions	115
	Change the demands	116
	Avoid escalating confrontations	118
	Conclusion	120

11	Teaching children emotional self-control	121
	Demonstrate empathy	122
	Teach coping strategies	122
	Explain growing up	122
	Teach constructive thinking	123
	Soothe children	124
	Consistency	127
	Conclusion	128
12	Finding solutions to chronic difficulties	129
	Amplify present solutions	130
	View events differently	132
	Respond differently	134
	Conclusion	138
	Suggested further reading	139
Part IV	Solutions to common behaviours	141
13	Disruptions during routines	143
	Meal times	144
	Sleep times	146
	Group-time disruptions	147
	Toileting	149
	Separating from parents	150
	Reunions	153
	Transitions between activities	153
	Packing away equipment	153
	Conclusion	154
	Suggested further reading	154
14	Guiding prosocial behaviour	155
	Social withdrawal	155
	Excessive reliance on others	162
	Physical aggression	163
	Exclusion of peers	170
	Rough-and-tumble play	175
	Super-hero play	175
	Unwillingness to share	177
	Sexuality	178
	Fears	181
	Children who have been bereaved	182
	Conclusion	184
	Suggested further reading	184
15	Disruptions associated with atypical development	186
	Delayed or impaired communication skills	187
	Social applications of language	191
	Sensory integration difficulties	194
	The autism spectrum	197

	The attention-deficit disorders	199
	Oppositional defiance disorder (ODD)	208
	Transition to school	209
	Conclusion	212
	Suggested further reading	212
Part V	Supporting adults	213
16	Nurturing staff	215
	Manageable demands	215
	Enrich adults' personal resources	217
	Workplace support	219
	Access to outside expertise	221
	Conclusion	222
	Suggested further reading	222
17	Collaborating with parents	223
	Trends in relationships with parents	223
	Impediments to collaboration	225
	A collaborative style	225
	Collaborative practices	226
	Collaborative problem solving	228
	Cross-cultural collaboration	231
	Responding to parents' complaints	231
	Complaints from third parties	232
	Conclusion	232
	Suggested further reading	233
18	Formulating a discipline policy	234
	Benefits of formal policies	234
	Pre-planning	235
	Components of a policy	236
	Evaluation of the policy	239
	Conclusion	240
	Suggested further reading	240
	References	241
	Index	289