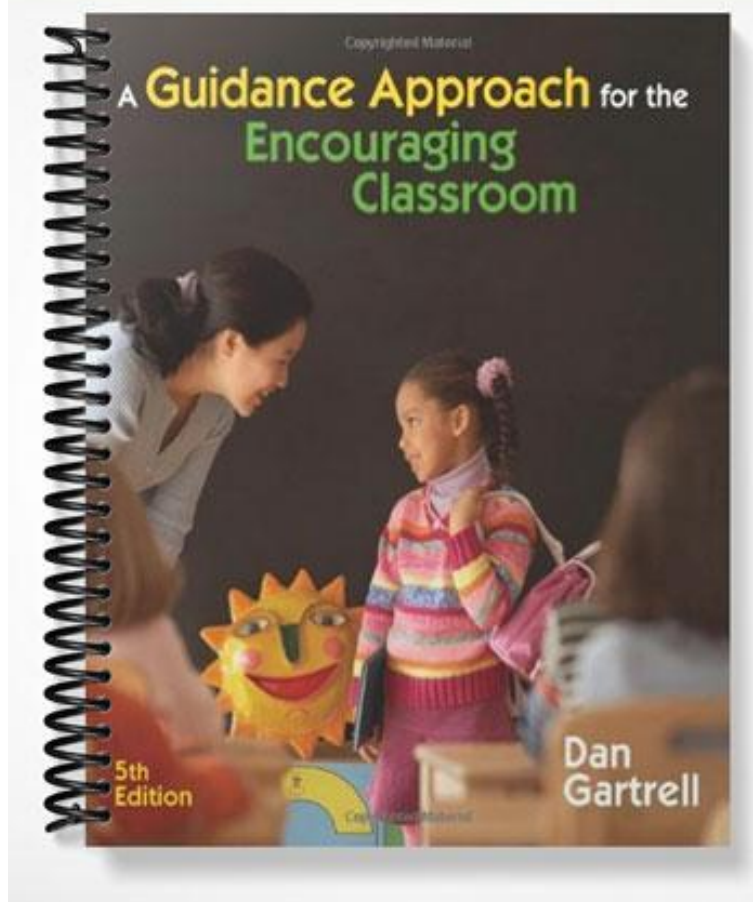
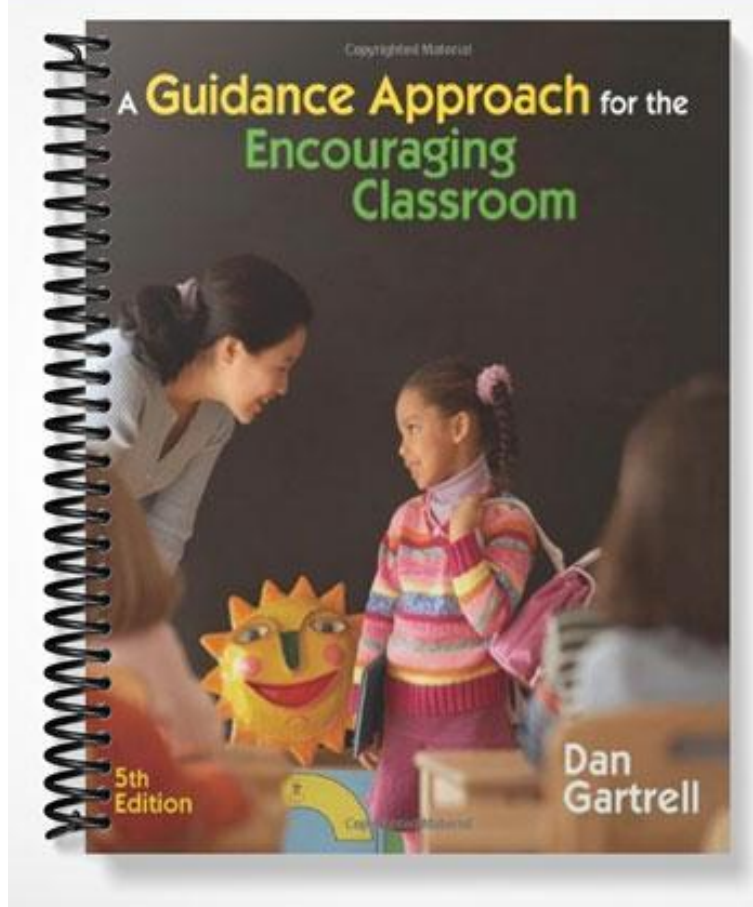


SOLUTIONS MANUAL



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Chapter 2 - Child Development and Guidance

OVERVIEW

The influence of Piaget's ideas has provided a foundation for the study of child development and guidance. He emphasized that children interpret their experiences over time in different ways and that these interpretations of experience are tagged to various developmental stages they experience during their growth. Piaget stressed that in order for learning to be effective in children, it needed to complement the child's stage of development, range of experience, learning temperament, and social viewpoint. The purpose of education according to Piaget was to learn autonomy, or "principled and intelligent decision making." He felt that guidance through an encouraging classroom would enable the child to develop autonomy.

Lev Vygotsky studied the learning process of the child. He concluded that in the act of learning, the child has a zone of proximal development, which is the psychological difference between what the child can learn alone and what the child can learn with a more able other. Through what Vygotsky defined as "scaffolding," or sensitive interaction, the child moves through the zone. He further indicated that through speech, which the child later internalizes as conscious thought, the child is able to solve learning problems and self-regulate his behavior. For Vygotsky, guidance is the scaffolding process that allows children to learn the language and skills of emotional problem solving.

Erik Erikson's work theorizes that humans go through vital stages, each of which has a central life conflict. Erikson defined eight critical stages that the individual must go through. Some of these included: *trust vs. mistrust*, *autonomy vs. shame and doubt*, *initiative vs. guilt*, *initiative and belonging*, *industry vs. inferiority*. Erikson stressed that through each of these periods, the teaching approach that most encourages fruitful learning and positive feelings of one's worth as a learner is guidance.

Howard Gardner's theory of *multiple intelligences* contributes to the guidance tradition. His work attempts to dispel the idea that intelligence is a single element that is determined by heredity and that remains set for life. Gardner's concept of multiple intelligences encourages a changed view of how we see child development, education, and the social guidelines of mental aptitude. In order to respond to these eight intelligences identified by Gardner, the classroom, curriculum, teaching practice, and assessment methods must be developmentally appropriate. Teachers need to model to these intelligences and teach to them.

The concept of emotional intelligence has five components: knowing one's emotions; managing one's emotions; motivating oneself; recognizing emotions of others; and effectively using social skills when interacting with others. Research in this area concluded that young children who lack the understanding of an ability to manage their emotions come to have higher levels of academic failure. Caring adults can teach the skills of emotional intelligence that increase the likelihood of school success.

Over the last twenty years, research findings have been made in relation to brain development. It is now known that the brain changes physiologically in response to the environment and that intelligence is not fixed at birth. Learning environments that are enriched empower optimal brain function and physical brain development. Opportunities for active, social, and self-realized learning are aspects of teaching that aid brain development. These opportunities fascinate and absorb the learner and minimize anxiety. The teaching that results from a guidance approach encourages the brain to thrive.

To promote parent-teacher partnerships, teachers must create a climate for partnership. This can be accomplished through notes sent home, telephone calls, and greeting meetings.

OBJECTIVES

- Indicate how Jean Piaget provided a foundation for the study of child development and guidance.
- Explain how Lev Vygotsky's ideas contributed to the study of the healthy personal development of the child.
- Explain how Erik Erikson's work is a link between child development and guidance in the classroom.
- Describe how Howard Gardner's theory of multiple intelligences contributes to the guidance tradition.
- Explain how the concept of emotional intelligence defines the central guidance issue.
- Explain the implications of brain development for guiding personal development.
- Indicate how the teacher may create a climate for partnership with parents.

KEY CONCEPTS

Attachment theory
Conditional acceptance
Developmental egocentrism
Disequilibrium
Emotional intelligence
Equilibrium
Executive function
Multiage classrooms

Multiple intelligences (MI)
Peer scaffolding
Personal development
Private speech
Scaffolding
Separation anxiety
Table talk
Zone of proximal development

DISCUSSION ACTIVITY

Think about an academic subject that you personally are quite comfortable or quite uncomfortable about. Trace your memories about that subject and the teacher(s) and try to pinpoint experiences that led to your present feelings. Analyze your thoughts, feelings, and experiences regarding the subject area in relation to the developmental ideas of one of the following: Vygotsky, Gardner, Goleman, or LeDoux's ideas about emotions and brain development.

APPLICATION ACTIVITIES

1. Piaget's foundation for the study of child development.

a. Observe two small groups of children in situations where they have to share materials with others: one group ages aged three or young four, the other group ages five or six. Record the age in years and months of each child. Write down a sample conversation from each observation. What similarities and differences do you observe in the two groups in their actions and words? How much of what you observe can you attribute to developmental differences? to personality differences? Compare your findings to text material pertaining to Piaget's ideas.

b. Interview an experienced teacher about the differences in what three- or four-year-olds and five- or six-year-olds understand about *cooperating with others*. Ask how the teacher adapts the program to accommodate the understanding of each group. What are the similarities and differences in the strategies the teacher would use? Compare your findings to text material pertaining to Piaget's ideas.

2. Vygotsky describes the adult's role in guiding development.

a. Closely observe a teacher using scaffolding with a young child. Record the age of the child in years and months. Write down as much actual dialog from the interaction as you can. Hypothesize about both the child's and adult's comfort levels during the experience. Did the scaffolding result in the learning that the adult expected? Why or why not? Compare your findings with text material regarding Vygotsky's ideas.

b. Interview a teacher about the use of scaffolding with young children. Does the teacher use similar or different techniques with children of different ages? Why or why not? How does the teacher know when the scaffolding has been successful or unsuccessful? Compare your findings from the interview with text material regarding Vygotsky's ideas.

3. Erikson—a link between child development and guidance.

a. Observe a child who seems to you to be clearly at one of the four of Erikson's childhood stages. Record actions and words in a fairly typical activity or situation for that child. Using the text material as a reference, analyze why you believe the child is at the stage you identify. Based on your observation, hypothesize about the child's apparent progress in dealing with the life conflict at that stage. Compare your findings with text material regarding Erikson's stage theory.

b. Interview a teacher about two children, one who to the teacher seems to be progressing in terms of healthy personal development and one who is having difficulties in making progress. Assuring that privacy will be protected, learn as much as you can about each child from the teacher. Apply the findings from your interview to Erikson's ideas in the text about healthy personal development at the stage you believe the child to be in.

4. Gardner’s construct of multiple intelligences contributes to the guidance approach.

- a. Observe at least an hour in a classroom in which the children seem fully engaged in a variety of activities. Apply Gardner’s construct of multiple intelligences to your observation. How many of the different intelligences could you document that individual children seemed to be using/developing? Write a sentence or two of documentation for each intelligence you observed. Compare your observations to the table in the chapter entitled “Educational Practices that Foster Multiple Intelligences.”
- b. Interview a teacher about how she or he teaches to encourage development in any four of the intelligences. Compare the teacher’s comments to the table in the chapter entitled “Educational Practices that Foster Multiple Intelligences.”

5. The concept of emotional intelligence defines the central guidance issue.

- a. Observe a child who strikes you as having a high level of self-understanding and/or understanding of the feelings and needs of others. Record actions and words in a typical social situation for that child. Based on your observation, hypothesize about the child’s use of emotional intelligence. Relate your findings to emotional intelligence ideas discussed in the text.
- b. Interview a teacher about the idea of emotional intelligence as separate from the traditional notion of “cognitive intelligence.” Protecting identity, ask the teacher to discuss a child who seems to consistently make emotionally intelligent decisions. What seems to be “special” about the child in terms of personality, learning styles, and home situation? Putting together your interview and your reading, discuss what you have learned about emotional intelligence.

6. Brain development guides personal development.

- a. In a program you believe conducive to healthy development, record observations of as much as you can in two time blocks. Referring to the text material on brain development, what practices did you see that did or did not seem to be supporting healthy brain development in children you observed?
- b. Interview a teacher about brain development. Ask the teacher’s response to the idea in the text that if children experience high levels of stress over time, their brain functioning may be hindered. Ask about the teacher’s approach when a child seems to be bringing high stress levels into the classroom. Compare the teacher’s responses with the text material on brain development.

7. The teacher creates a climate for partnerships with family members.

- a. Interview a teacher about the steps she or he takes at the beginning of the year to build partnerships with families. Compare answers with material from the chapter.
- b. Interview a family member about what is important for a teacher to do at the beginning of the year to create a climate for partnerships with family members. Compare answers with material from the chapter.

CASE STUDIES

1. Peter is a curious and intelligent boy with a high IQ. He shows exceptional talent as an artist and musician. However, he manifests a learning disability in the subject of mathematics. In order to become successful mastering basic mathematics concepts, Peter needs repeated practice and review. He is about to leave elementary school and enter a middle school. His parents are very concerned about his success and how to guide him in areas of strength.
 - What practice would you recommend about schooling and what to look for in educational institutions to parents who have children like Peter?
2. You are a new teacher who wants to foster strong ties between school and the home. It is the beginning of the school year and you want to initiate some relationship with the parents and guardians of your students.
 - Map out ideas about how and what you would do to inform parents of your instructional goals and what you hope to accomplish this year with their help and cooperation.
3. As the teacher of at-risk students, you know that your students need much support and assistance in bridging the gaps they have in their learning. Helping them to grow successfully largely depends upon the methods you use to span the differences in their achievements and those of the students on grade level with their academics.
 - Indicate how Vygotsky's theories would work to help you bring your students to where they needed to be in order to be more successful in their academic achievements.