

# 4 VIDEO #4 The Teacher's View

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## Overview

In this module we meet teachers from three different early childhood settings.

The first three guidance and discipline modules cover what teachers do to provide a positive atmosphere in which children may grow and flourish. In this module we explore the thinking and feelings of experienced and well-trained teachers who work with children from diverse populations.

The teachers explain what they think about guidance and discipline, the influences on them in determining what they consider as acceptable or challenging behavior. They describe the techniques they use to maintain their balance and composure when they face challenging behavior. They respect the children they work with and realize that children gradually learn to control their behavior and become members of society.

Finally, the teachers discuss the importance of teamwork and staff support in helping them deal with challenging behavior.

## Questions to consider

1. What influences does the teacher's background have on their attitudes towards guidance and discipline?
2. What is considered challenging behavior?
3. What does the teacher do when she feels unequal to the challenge of a child's behavior?
4. What happens when the teacher feels she needs help in coping with a particular child?
5. How important is the availability of outside help?

## Vocabulary

**Challenging behavior** - a child's behavior, which demands the teacher's attention.

**Guidance** - the process of assisting children to understand and use constructive behavior.

**Discipline** - any attempt by an adult to control or challenge a child's behavior.

**Punishment** - emphasizes undesired behavior. Implies inflicting pain for a crime or wrongdoing - may be physical or verbal.

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List five (5) behaviors teachers on the tape consider most challenging:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

True or False

\_\_\_\_\_ 1. There is only one way to discipline young children.

\_\_\_\_\_ 2. Offering choices help children learn to problem solve.

\_\_\_\_\_ 3. Teachers need to be respectful of parental cultures and attitudes.

\_\_\_\_\_ 4. Children may be frightened by loud angry teachers.

\_\_\_\_\_ 5. All children come to school with similar strengths.

\_\_\_\_\_ 6. After one or two repetitions children should be expected to follow the rules.

\_\_\_\_\_ 7. Children make mistakes because they are learning.

\_\_\_\_\_ 8. If a teacher handles a situation badly she has no recourse.

\_\_\_\_\_ 9. Outside resources may help a teacher if she needs to change strategies in dealing with a child.

\_\_\_\_\_ 10. Teachers should not expect help from other teachers on the staff.

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## Objectives:

1. Describe how teachers regard the relationship between their culture and background and their attitudes toward guidance and discipline.
2. Define the terms "guidance" and "discipline".
3. List the behaviors which are considered challenging.
4. State the ways in which teachers control their feelings in dealing with challenging behaviors.
5. Discuss the importance of teamwork between teachers, staff, parents, and outside resources in dealing with class room guidance.

## Self Study Test

### Multiple Choice

1. Background and culture of the teachers
  - a. are unrelated to how they guide and discipline children.
  - b. strongly influence attitudes towards guidance and discipline.
  - c. interfere with acceptance of different parental attitudes.
  - d. should be the same as that of children in their classrooms.
2. The purpose of discipline and guidance in the classroom is to
  - a. keep children safe.
  - b. teach children to get along with the teacher.
  - c. frighten children who misbehave.
  - d. teach children to obey rules immediately.
3. Guidance is a process to help children
  - a. learn limits and rules as soon as possible.
  - b. avoid mistakes.
  - c. learn self control at own pace.
  - d. all of the above.
4. Discipline may be thought as
  - a. giving children choices.
  - b. teaching.
  - c. positive rather than negative guidance.
  - d. all of the above.
5. On occasion a teacher may need to control her own reactions. She should
  - a. tell the child teacher is having a bad day.
  - b. remind herself she should be perfect.
  - c. lower voice, take a deep breath, calm self and child.
  - d. all of the above.
6. If a teacher has difficulty helping a child in the classroom she should
  - a. get help from co teacher.
  - b. leave teaching.
  - c. realize she is the only on in this situation.
  - d. all of the above.

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# Guidance and Discipline

## Self-Test Answer Key

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### Video #4 - The Teacher's View

- 1. b
- 2. a
- 3. c

- 4. d
- 5. c
- 6. a

7. List of challenging behaviors

sad  
disruptive  
verbally abusive  
emotionally abusive

acting out  
whining  
purposely defies teacher

### True or False

- 1. F
- 2. T
- 3. T
- 4. T
- 5. F

- 6. F
- 7. T
- 8. F
- 9. T
- 10. F