



Child Care Information Center

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Recommended Books on Child Guidance

Go to www.ccic.wi.gov and click on the tab **Child Care Library** for borrowing procedures and a searchable online catalog of all CCIC's books and DVDs.

The Bully, the Bullied, and the Bystander: From Pre-School to High School: How Parents and Teachers Can Help Break the Cycle of Violence. Barbara Coloroso. New York: Collins Living, 2008. 241 pgs.

Bullying, though commonplace, is not healthy, not normal, certainly not necessary, and in fact is devastating to many children. This book shows how, with care and commitment, we can re-channel the behaviors of the bully into positive leadership activities, acknowledge the nonaggressive behaviors of the bullied child as strengths that can be developed and are honored, and transform the role of the bystander into that of a witness, someone willing to stand up, speak out, and act against injustice.

Discipline Is Not a Dirty Word: A Workshop Outline for Parents, Teachers and Caregivers of Young Children. 3rd ed. Jennifer Birckmayer and Robert Frasier Anderson. Ithaca, NY: Cornell University, 2001. 48 pgs.

This workshop teaches seven principles of discipline that parents, teachers, and caregivers can use with young children: focus on "do" instead of "don't" statements; help children feel lovable and capable; offer children appropriate choices; change the environment rather than the child's behavior in certain situations; work with rather than against children; give children safe limits they can understand; set a good example.

Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills. Dan Gartrell. Washington, DC: National Association for the Education of Young Children, 2012. 169 pgs.

To sustain a promising future, individuals and groups need to find ways to work cooperatively and respectfully. Teachers can use guidance to help young children develop democratic life skills, the emotional and social skills they will need to live intelligently and ethically in our modern, diverse, complex democratic society.

Guidance for Every Child: Teaching Young Children to Manage Conflict. Dan Gartrell. St. Paul, MN: Redleaf Press, 2017. 204 pgs.

Gartrell says that guidance always builds from secure, positive adult-child relationships. He offers advice and inspiration (along with stories and humor) to help teachers build such relationships with every young child in a group, including those at risk of rejection, and then build on their positive relationships to accommodate each child and help the child gain emotional, social, and conflict management skills.

I Love You Rituals. Rev. ed. Becky Bailey. New York: Quill, 2000. 208 pgs.

I Love You Rituals are delightful interactions and games adults can play with children from infancy to eight years of age. They send a message of unconditional acceptance to build bonds and strengthen relationships with children.

Little Kids, Big Worries: Stress-Busting Tips for Early Childhood Classrooms. Alice Sterling Honig. Baltimore, MD: Paul H. Brookes Pub. Co., 2010. 170 pgs.

This practical book explains how to recognize stress in young children and intervene with proven relief strategies before pressures turn into big problems.

Oh Boy! : Strategies for Teaching Boys in Early Childhood. Francis Wardle. Lincoln, NE: Exchange Press, 2018. 305 pgs.

Many young boys struggle because of a mismatch between how most young boys develop, grow, and learn, and the kinds of expectations, outcomes, activities, and discipline approaches typically used in programs during the early years. This book offers positive solutions.

Positive Time-Out: And Over 50 Ways to Avoid Power Struggles in the Home and the Classroom. Jane Nelsen. Rocklin, CA: Prima Pub, 1999. 175 pgs.

Knowing when to take time to calm down and cool off to gain access to inner wisdom and common sense is an important life skill. Instead of using time-out as a punishment, adults can use it to teach children this skill. This book will help you clarify the differences between the abuses and effective uses of time-out.

Powerful Interactions: How to Connect with Children to Extend Their Learning. Amy Laura Dombro, Judy Jablon, Charlotte Stetson. Washinton, DC: National Association for the Education of Young Children, 2011. 150 pgs.

This book offers tips and examples from teachers' everyday lives to show how thoughtful interactions help teachers connect with children to help children feel good about themselves and about learning.

So This Is Normal Too? 2nd ed. Deborah Hewitt. St. Paul, MN: Redleaf Press, 2011. 246 pgs.

To help teachers and parents work out normal developmental issues in young children, this book gives easy-to-understand information on 21 common skill lags and behavior challenges (such as tattling, swearing, and aggression). It suggests actions to be agreed to by both parent and teacher, and gives a well-designed parent/provider planning form.

Teaching Young Children in Violent Times: Building a Peaceable Classroom. 2nd ed. Diane E. Levin. Cambridge, MA: Educators for Social Responsibility, 2003. 184 pgs.

This violence prevention and conflict resolution guide will help you create a classroom where preschool through third grade children learn peaceful, respectful, safe alternatives to the violent behaviors modeled for them in the media and beyond.

Time-In: When Time-Out Doesn't Work. Jean Illsley Clarke. Seattle, WA: Parenting Press, 1999. 74 pgs.

The four parts of Time-In are: Ask, to teach the child to think; Act, to redirect or interrupt behavior; Attend, to the person, feelings, situations, or objects; Amend, to right a wrong. Use of the Time-In process will help you handle any behavior in children ages one to 12 years, while teaching children to be competent, to think, and to succeed, and giving them the sense of connection and trust they desperately need.

You Can't Come to My Birthday Party: Conflict Resolution with Young Children. 2nd edition. Betsy Evans. Ypsilanti, MI: HighScope Press, 2016. 367 pgs.

More than 50 stories showing how adults use a six-step mediation process to help infants, toddlers, and preschoolers resolve disputes successfully. Includes a section on preventing bullying before it starts.

Infants, Toddlers, and Twos

Behavior Guidance for Infants and Toddlers. Alice S. Honig. Little Rock, AR: Southern Early Childhood Association, 1997. 63 pgs.

Specific positive discipline techniques designed for children from birth to three years.

Classroom Assessment Scoring System (CLASS) Manual, Infant. Bridget K. Hamre, Karen M. La Paro, Robert C. Pianta, Jennifer LoCasale-Crouch. Baltimore, MD: Paul H. Brookes Pub. Co., 2014. 51 pgs.

An observational tool to assess how teachers engage with children from birth to 18 months and support their learning and development during everyday routines and activities.

Classroom Assessment Scoring System (CLASS) Manual, Toddler. Karen M. La Paro, Bridget K. Hamre, Robert C. Pianta. Baltimore, MD: Paul H. Brookes Pub. Co., 2012. 70 pgs.

An observational tool to assess teacher-child interactions in classrooms for children from 15 to 36 months.

How You Are Is as Important as What You Do...in Making a Positive Difference for Infants, Toddlers and Their Families. Jeree H. Pawl and Maria St. John. Washington, DC: Zero to Three, 1998. 44 pgs.

An adult feeds a baby: when the baby is hungry or when it is convenient for the adult, in a lap that feels safe and familiar or with arms that communicate tension or disgust? A parent and a professional talk about a toddler: with trust in each other or with suspicion and fear, in a quiet comfortable corner or on the run when one or both are distracted or fatigued? This is a book of very touching stories to help you think about "how you are" with children and their families.

Secure Relationships: Nurturing Infant/Toddler Attachment in Early Care Settings. Alice Sterling Honig. Washington, DC: National Association for the Education of Young Children, 2002. 78 pgs.

Loving, responsive, and consistent care from primary caregivers is key to young children learning to form relationships and for their emotional well-being in childhood and beyond. When a caregiver uses the suggestions in this book to build a child's secure attachment to her, she can count on the power of that emotional bond to increase the child's cooperation with her requests.

Preschoolers

Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively. 4th ed. Barbara Kaiser and Judy Sklar Rasminsky. Boston, MA: Pearson, 2017. 343 pgs.

Challenging behavior is behavior so disruptive that the child who displays it makes it almost impossible for you to provide a good learning experience for the other children. This excellent book gives you the basic

facts and skills you need in order to understand and prevent challenging behavior, to address it effectively when it occurs, and to teach appropriate alternatives.

Class Meetings: Young Children Solving Problems Together. Rev. ed. Emily Vance. Washington, DC: National Association for the Education of Young Children, 2014. 73 pgs.

Class meetings are a place for group problem solving, with the children solving the problems and the teacher facilitating. Such meetings provide an opportunity for everyone to speak out about their feelings in an emotionally safe environment. The author gives practical strategies for class meetings with children in preschool through the early grades and in bilingual classrooms, too.

Classroom Assessment Scoring System (CLASS) Manual, Pre-K. Robert C. Pianta, Karen M. La Paro, Bridget K. Hamre. Baltimore, MD: Paul H. Brookes Pub. Co., 2008. 108 pgs.

An observational tool to assess classroom quality in pre-kindergarten based on teacher-student interactions.

Fostering Children's Social Competence: The Teacher's Role. Lilian G. Katz and Diane E. McClellan. Washington, DC: National Association for the Education of Young Children, 1997. 116 pgs.

Socially competent children are better able to learn and thrive. This book offers principles and strategies to guide teachers in strengthening children's social skills and avoiding common, well-intentioned practices that actually undermine children's social development.

The Kindness Curriculum: Stop Bullying Before It Starts. 2nd ed. Judith Anne Rice. Minneapolis, MN: Redleaf Press, 2013. 153 pgs.

94 character-building classroom and at-home activities to help preschoolers develop compassion for others and other prosocial values as they contribute to a peaceful and supportive learning environment.

Make Room for Boys! : Helping Boys Thrive in Preschool. Gerin Martin and Sandy Slack. Ypsilanti, MI: HighScope Educational Research Foundation, 2015. 107 pgs.

This book explains in everyday language the sex-based and gender-based differences between preschool boys and girls. It provides activities and strategies to meet the specific needs of boys while supporting active learning for all children.

Play: The Pathway from Theory to Practice. 2nd ed. Sandra Heidemann and Deborah Hewitt. St. Paul, MN: Redleaf Press, 2010. 240 pgs.

Play skills are life skills. This book offers an easy-to-use play checklist to identify a child's sociodramatic play problems. It describes teaching strategies specifically related to the checklist and includes activity ideas to help you encourage new cooperative play skills rather than only controlling problem behavior.

Practical Solutions to Practically Every Problem: The Survival Guide for Early Childhood Professionals. 3rd ed. Steffen Saifer. St. Paul, MN: Redleaf Press, 2017. 310 pgs.

Biting children. Late parents. Noisy naptimes. This book weaves lots of information on child development into its answers on how to handle and prevent problems child care providers face. The 3rd edition integrates new research on topics such as: essential life skills, brain development, cultural responsiveness, early childhood expulsion, early learning standards, the value of play, and technology in the classroom.

When Play Isn't Easy: Helping Children Enter and Sustain Play. Sandra Heidemann and Deborah Hewitt. St. Paul, MN: Redleaf Press, 2014. 87 pgs.

This interactive workbook encourages thought, reflection, and discussion as you carefully observe play, identify children's strengths and struggles, and offer them strategies to enter and sustain productive play.

When Play Isn't Fun: Helping Children Resolve Play Conflicts. Sandra Heidemann and Deborah Hewitt. St. Paul, MN: Redleaf Press, 2014. 87 pgs.

This interactive workbook offers strategies to help you understand and thoughtfully respond to common challenges children have during group play: being unengaged, having conflicts, or playing aggressively.

Winning Ways for Early Childhood Professionals. Gigi Schweikert. St. Paul, MN: Redleaf Press, 2016.

Volume 1. **Supporting Positive Behavior.** 86 pgs.
Proactive ways to prevent behavior issues and help two- to five-year-old children succeed.

Volume 2. **Responding to Behavior.** 83 pgs.
How to respond positively when two- to five-year-olds test boundaries.

Volume 3. **Guiding Challenging Behavior.** 87 pgs.
Tips and tools for guiding challenging behavior in children aged two to five, including assessing causes, documenting patterns, and sharing concerns with families and other professionals.

School-Age Children

Being Your Best: Character Building for Kids 7-10. Barbara A. Lewis and Marjorie Lisovskis. Minneapolis, MN: Free Spirit, 2000. 165 pgs.

Text, anecdotes, and activities combine to show how to build important character traits, such as caring, citizenship, cooperation, courage, fairness, honesty, respect, and responsibility.

But They Spit, Scratch, and Swear! : The Do's and Don'ts of Behavior Guidance with School-Age Children. Mary Steiner Whelan. Minneapolis, MN: A-ha communications, 2000. 382 pgs.

Excellent book of behavior guidance do's and don'ts written especially for school-age child care providers.

Conscious Discipline: Building Resilient Classrooms. Expanded & updated edition. Becky Bailey. Oviedo, FL: Loving Guidance, 2015. 328 pgs.

Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum based on brain research, child development information, and developmentally appropriate practices. It replaces the traditional fear-based compliance model of discipline with a relationship-based community model of classroom management. Conscious Discipline has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children.

Reaching All by Creating Tribes Learning Communities. Jeanne Gibbs. Cloverdale, CA: CenterSource Systems, LLC, 2014. 435 pgs.

Social and emotional learning (SEL) is "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." This book tells how the Tribes process and Tribes Learning Communities transform schools by focusing on both SEL and academic learning in a positive social context.

There's Gotta Be a Better Way: Discipline That Works! Rev. ed. Becky Bailey. Oviedo, FL: Loving Guidance, Inc, 1997. 325 pgs.

A humorous and enlightening way to uncover damaging beliefs adults hold about themselves and children, and then use that understanding to teach children to meet their needs in socially acceptable ways without adults being too controlling or permissive.

What Do You Stand For? for Kids: A Guide to Building Character. Barbara A. Lewis. Minneapolis, MN: Free Spirit, 2005. 165 pgs.

A book to help kids develop their positive qualities through descriptions of ten important character traits – like caring, fairness, honesty, respect and responsibility – and related quizzes, true stories, fun activities, what if situations to think through, and resources for learning more.

Children with Special Needs

Ants in Their Pants: Teaching Children Who Must Move to Learn. Aerial Cross. St. Paul, MN: Redleaf Press, 2010. 209 pgs.

Extra busy, kinesthetically natured children are constantly in motion and driven by insatiable curiosity and a need for tactile experiences. This book is full of creative techniques teachers and parents can use to support and nurture extra busy children ages 3-6 and help them redirect their energy in positive ways.

Life & Loss: A Guide to Help Grieving Children. 3rd ed. Linda Goldman. New York: Routledge, 2014. 264 pgs.

By showing us how to tune in to the inner world of children, the author teaches us a lovingly positive approach to help children face some of life's most difficult issues of loss and grief.

Making It Better: Activities for Children Living in a Stressful World. 2nd ed. St. Paul, MN: Redleaf Press, 2014. 213 pgs.

This book explains the learning and behavioral needs of children who have experienced traumatic events or toxic stress, such as natural disasters, community violence, or abuse and neglect. It includes more than 75 classroom activities and strategies to help distressed children heal and feel empowered.

Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support. Glen Dunlap. Baltimore: Paul H. Brookes Pub. Co., 2013. 200 pgs.

The PTR-YC model – *prevent* behavior problems, *teach* proactive communication and social skills, *reinforce* positive behavior – supports early childhood teachers in designing and implementing individualized behavior support plans for preschool-aged children with the most severe challenging behavior.

When Young Children Need Help: Understanding and Addressing Emotional, Behavioral, and Developmental Challenges. Deborah Hirschland. St. Paul, MN: Redleaf Press, 2015. 306 pgs.

At the heart of helping hard-to-reach children is careful observation of their behavior, reflection on possible causes, and thoughtful planning of actions that might help. This book uses stories to show this progression from observation to reflection to action, and it offers a detailed look at approaches to intervention for a range of difficulties faced by hard-to-help children aged 3-6.

From a Parent's Point of View

Discipline the Brazelton Way. T. Berry Brazelton and Joshua D. Sparrow. Cambridge, MA: Perseus Publishing, 2003. 160 pgs.

A small book packed with effective solutions for all the common behavior problems. Lots of good, experienced advice about ways to encourage empathy, self-discipline, and moral development.

Easy to Love, Difficult to Discipline: The Seven Basic Skills for Turning Conflict into Cooperation. Becky Bailey. New York: William Morrow, 2000. 285 pgs.

Bailey, a developmental psychologist, contends that the difficult but rewarding task of guiding children's behavior starts only when parents are able to discipline themselves and become models of self-control. By following the author's "7 Powers for Self-Control" (attention, love, acceptance, perception, intention, free will, and unity), a parent will be equipped to use the "7 Basic Discipline Skills" (composure, assertiveness, choices, encouragement, positive intent, empathy, and consequences).

How to Discipline Kids without Losing Their Love and Respect: An Introduction to Love and Logic. Jim Fay. Golden, CO: Love and Logic Press, 2004. 81 pgs.

Many entertaining examples show parents how to follow the two rules of Love and Logic. #1 – Adults set firm limits in loving ways without anger, lecture, threats, or repeated warnings. #2 – When a child causes a problem, the adult hands it back in loving ways.

How to Talk So Kids Will Listen & Listen So Kids Will Talk. 20th anniversary updated ed. Adele Faber and Elaine Mazlish. New York: Avon, 1999. 286 pgs.

Parents learn how to cope with a child's negative feelings, express anger without being hurtful, engage a child's willing cooperation, use alternatives to punishment, and resolve family conflicts peacefully. The authors include hundreds of examples of helpful dialogues, cartoons that show communication skills in action, and exercises so parents can practice the skills at their own pace.

The Top Ten Preschool Parenting Problems and What to Do about Them! Roslyn Ann Duffy. Redmond, WA: Exchange Press, 2008. 356 pgs.

This book offers parents real life, practical advice with humor and love.

Understanding and Promoting Child Development

Beyond Behavior Management: The Six Life Skills Children Need. 2nd ed. Jenna Bilmes. St. Paul, MN: Redleaf Press, 2012. 319 pgs.

Ways to help children develop the six life skills of attachment, affiliation, self-regulation, initiative, problem solving and conflict resolution, and respect.

By the Ages: Behavior & Development of Children Pre-Birth through Eight. K. Eileen Allen. Albany, NY: Delmar, 2000. 244 pgs.

This user-friendly, non-technical guide to child development is a tool for evaluating developmental milestones, growth patterns, daily routines, and activities.

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. 3rd ed. Sue Bredekamp. Washington, DC: National Association for the Education of Young Children, 2009. 352 pgs.

Contrasts appropriate and inappropriate practices in the care and education of children ages 0-2, 3-5, and 6-8. Includes an overview of each period of development, a thoughtful analysis of the principles underlying developmentally appropriate practice, and guidelines for classroom decision making.

Really Seeing Children: A Collection of Teaching and Learning Stories to Inspire an Everyday Practice of Reflection, Observation, and Joyful Presence. Deb Curtis. Lincoln, NE: Exchange Press, 2017. 153 pgs.

Deb Curtis's stories and photos illustrate how really seeing toddlers and taking time to see the world from their perspective reveals the positive side of behavior that we might otherwise just jump in to stop or fix.

Yardsticks: Children in the Classroom, Ages 4-14. 3rd ed. Chip Wood. Greenfield, MA: Northeast Foundation for Children, 2007. 216 pgs.

This user-friendly guidebook offers clear and concise descriptions of developmental characteristics of children ages 4-14. Includes charts with developmental "yardsticks" for physical, social, language, and cognitive growth. A great resource for shaping activities to meet the needs of all children.

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