What’s Your Philosophy?

First, read through the following approaches to guidance and see which one you feel matches with your beliefs and that you use most often.

- Adults know what is right and wrong, so young children must follow them. It is important to have many rules, so children know what to do in every situation and what will happen if they misbehave. Children should know adult expectations and often need some form of punishment to learn what is right.

- Young children do not really understand what they are doing yet, so adults should just ignore inappropriate behaviors. Adults should just do things for infants and toddlers, because it is too much stress on young children to make choices or do things on their own. When infants and toddlers are older, they will learn what is right and wrong.

- Adults believe their job is to help young children learn ways to behave and understand rules that are in place to help keep them safe. Even infants and toddlers can problem-solve and make choices, if caring adults explain, offer suggestions and support.

Next, consider how these approaches match or do not match the definitions, research and practices shared in the lesson.

- How do you think each of these approaches could impact your interactions with infants and toddlers? What sort of guidance might you expect to see with each approach?

- Which one most closely matches the definition of guidance offered in the lesson?

- Which one reflects the practices of positive guidance?