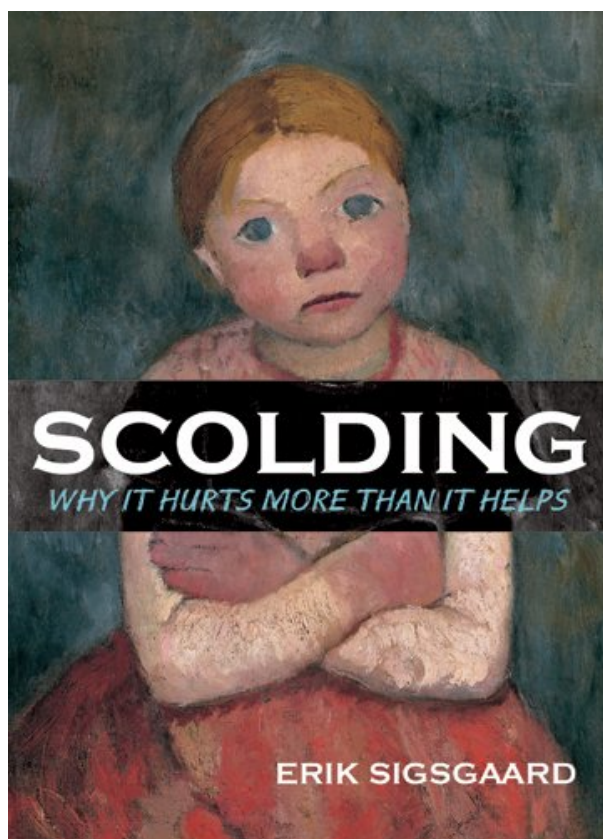
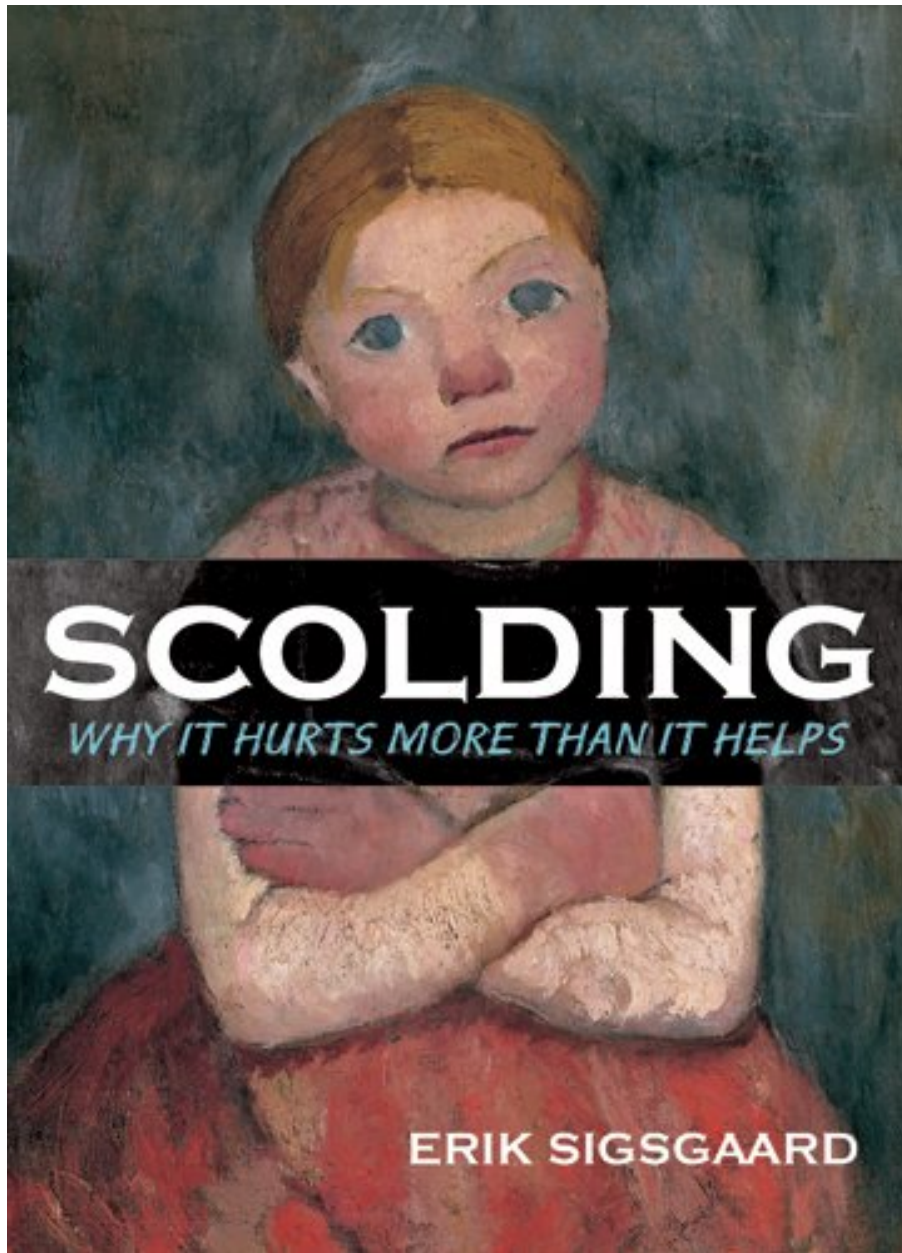


SCOLDING: WHY IT HURTS MORE THAN IT HELPS BY ERIK SIGSGAARD



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Review

"A small gem that will delight, inform, and surprise American readers." --Jonathan Silin, Bank Street College of Education

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When children were asked, "What is the worst thing about being in a kindergarten?" the unanimous answer was: "To be scolded by the adults!" No one - including adults - enjoys being scolded by other people; it is both painful and humiliating. And yet scolding is regarded as something natural, and even inevitable, in the everyday life of young children. Why is this so? In his landmark study, originally published in Danish, Erik Sigsgaard took up the issue to wide acclaim and enthusiastic reviews. Translated here for the first time, *Scolding: Why It Hurts More Than It Helps* is as relevant to U.S. childcare policy and practice as it is to Danish. This book is a powerful reminder that when it comes to dealing with children, scolding hurts much more than it helps. Sigsgaard brings scolding into sharp focus, reviewing existing research on the subject - including an important study of childcare across the United States, Denmark, China, and Japan - and presenting scolding in historical perspective. Featuring sometimes poignant, sometimes funny interviews with children and adults in preschool programs and schools, this book looks at: How children are affected by frequent and severe scolding, in the short and in the long term, and which children are scolded the most. Alternatives to scolding, including suggestions for how children and adults can treat each other in everyday life to avoid scolding. The connection between scolding and the overall educational approach of individual institutions. Preschool programs that have attempted to minimize or completely abolish scolding, and thus achieve improved social relations between children and adults. And much more!

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How to make their childhood a bit brighter

By J. Pimen

In Brief:

This is a book for professionals in the field of education/child development as well as for policy-makers and must be looked at from this perspective. It is more of a discussion of the findings from a Denmark research project (the "Scolding Project") that Sigsgaard was involved in from 1994 through 2002, and will not be as much of a help to those readers who are reading it from a parent's perspective. I would not necessarily call it "a small gem" (as Jonathan Silin did), as I have come across gems before and know what they look like. However, I do think this book offers insights and plenty of good information to early educators, child psychologists, etc. as well as those interested in research in relevant fields. Do not buy this book if what you are looking for is parenting advice, you will be disappointed.

Overview:

While presenting his book to the American audience, Sigsgaard does some comparison between Denmark and U.S. realities, pointing out the differences and the similarities in the school programs, the extent of institutionalization (average number of hours that the child spends at school or daycare) and the social role of such programs. Even though the life of young children is different in these two countries as far as the amount of time children spend in schools and pre-school settings, this book reflects the U.S. reality to some degree. And that is scolding exist in any institution and in almost any day-to-day adult/child interactions. The subject matter of the book is familiar to those who deal with children and/or remember themselves being kids.

The point of Sigsgaard's work is that, even though adults often scold as means of controlling the child's behavior, they do not realize it in the moment. Yet, it is always recognized even by the very young children and it hurts more than it helps. Sigsgaard is not against regulating of child's behavior, which he sees as not only a substantial part of a school/preschool structure but also as a necessary part of the child upbringing. However, through his findings he communicates the hope to change scolding into a more creative and a much more helpful way of communication that can actually work. He offers examples of how it has worked in some experimental schools in Denmark, provides alternatives to scolding, proposes a different disciplinary approach, and most importantly, he points out that it does not cost schools any money, is easy to implement, and successfully improves relationships between children and adults. Sigsgaard states that the most unexpected discovery of this research project was that in order to move away from scolding, all was needed was the understanding and realization on part of the adults that there is a lot of scolding going on and that it does affect children in a very real way. Kids who get scolded too much lose their sense of confidence and self-esteem, experience humiliation and guilt, and have problems establishing relationships not only with adults but also with peers. Sigsgaard also notes that sometimes scolding affects bystanders (those who witness their peers being scolded) in a more powerful way than the actual "victims" of scolding.

Objections:

The strategies and Sigsgaard's focus on the subject matter have to do with young children only. The behavioral approaches offered will not work with behavior problems of older children, as well as the more serious behavioral issues, which are many and are frequent in our schools these days. From the perspective of this reality and such significant issues as child abuse and neglect (many of which stem from socio-economic struggles/status), it may be difficult for some readers to accept a book such as this, where the issue of scolding is being discussed without regard to these more severe forms of child abuse and the more urgent social-behavioral-educational issues. One the other hand, if one reads it from the point of view "every penny

counts" then this book has a lot to offer.

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