

Guiding Children  
by Marietta Baltz

I I N L I G S S C L M E D D B G C N R  
U E N I C N C R S E U N R R D O O E S  
D T O C D I S N T E A M E B M N V U T  
C M I E E V G R I R N N V M Q O H I N  
I E U N N L A D N E A I U I I I B C S  
T S D S V O S O E O E N T D L T G M C  
I S R I I S S L I M I T S U E C E R H  
A N R N R M L C N C I S N I O E C E E  
S I N G O E I O A I A S O N T R I I D  
E R C G N L C T N T C E S S E I M S U  
I N S U M B I T I N G E E U E D O E L  
N M N I E O G L G G Q F N R R E N N E  
E R N D N R E O E U L O S A N R O C S  
L I T E T P L O E E I N S E G I C N F  
N I I L N E D N S I C D I H S E E C F  
I N D I R E C T G U I D A N C E I E M  
S S I N U E C T L I D D E N U C E N T  
O R I E S D S I S C E T T M C T N C F  
I T F S B I D E V E T L R I S E N I C

BITING  
DIRECT GUIDANCE  
LICENSING GUIDELINES  
REDIRECTION  
SELF ESTEEM

COMMUNICATION  
ENVIRONMENT  
LIMITS  
ROUTINES  
TENSION

CONSEQUENCES  
INDIRECT GUIDANCE  
PROBLEM SOLVING  
SCHEDULES  
TRANSITIONS