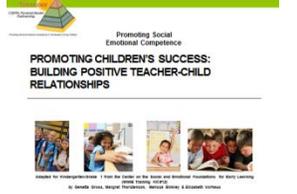
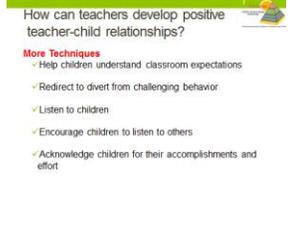


Module 1.2 Promoting Children’s Success: Building Positive Teacher-Child Relationships Presenter’s Script

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|  | <p>Slide 1</p> |
|  | <p>Slide 2:</p> <ol style="list-style-type: none"> 1. In this session, we will be focusing on building nurturing and responsive relationships. 2. Relationships are the foundation of the pyramid and are necessary for everything else we do. |
| <p>“Every child needs one person who is crazy about him.” — Uri Bronfenbrenner</p>  | <p>Slide 3:</p> <ul style="list-style-type: none"> • This quote comes from Uri Bronfenbrenner and illustrates the importance early childhood care and education professionals can play in children’s lives. • Children need adults who will fight to get them what they need to be successful in life |
| <p>Benefits of Positive Relationships for Professionals:</p> <ul style="list-style-type: none"> - The relationships that we build with children, families, and colleagues are at the foundation of everything we do. - It is important to build these relationships early on rather than waiting until there is a problem. - Parents and other colleagues (mental health providers, counselors, social workers etc.) are critical partners in building children’s social emotional competence.  | <p>Slide 4:</p> <ol style="list-style-type: none"> 1. Point out that it is important to build relationships with parents outside of the context of “problem behaviors.” <ul style="list-style-type: none"> • Parents are more willing to work with you if you’ve developed the relationship with them ahead of time 2. Every adult involved in a child’s life is a partner in their physical, intellectual, and social emotional development <ul style="list-style-type: none"> • When we build these relationships, we create a context for supporting social emotional development and preventing problem behaviors |
| <p>Benefits of Positive Relationships for All Children</p> <ul style="list-style-type: none"> - Helps each child feel accepted in the group - Assists children in learning to communicate and get along with others - Encourages feelings of empathy and mutual respect among children and adults - Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group  | <p>Slide 5:</p> <p>When you take the time to develop a relationship with any child, there are benefits.</p> |
| <p>How can teachers develop positive teacher-child relationships?</p> <p>Techniques</p> <ul style="list-style-type: none"> ✓ One-to-one interactions with children ✓ Get on child’s level, face-to-face ✓ Use pleasant, calm voice ✓ Use simple language ✓ Provide warm, responsive physical contact ✓ Follow child’s lead  | <p>Slide 6:</p> <p>As you discuss each suggestion for developing positive teacher-child relationships, pause and ask participants to share with their partner a time during their daily classroom routine when the suggested technique would probably be easiest to use and the time when they would like to improve the implementation of the technique. Ask volunteers to share ideas and ask group to brainstorm possible changes in the daily schedule or routine that might foster increased positive interactions.</p> |
| <p>How can teachers develop positive teacher-child relationships?</p> <p>More Techniques</p> <ul style="list-style-type: none"> ✓ Help children understand classroom expectations ✓ Redirect to divert from challenging behavior ✓ Listen to children ✓ Encourage children to listen to others ✓ Acknowledge children for their accomplishments and effort  | <p>Slide 7:</p> <p>Discuss ways that teachers can help children understand classroom expectations. Some examples are:</p> <ul style="list-style-type: none"> • Developing a picture calendar for the daily routine • Modeling correct behavior • Respecting children • Encouraging children |

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| | <ul style="list-style-type: none"> • Waiting for children to finish asking questions before answering them • Teaching children simple ways of handling difficult situations • Asking children to demonstrate the correct way to handle difficult situations at circle time • Developing a simple list of class rules |
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Developing Relationships with Children

Keep in mind

- Cultural, linguistic, and individual needs
- Adapt strategies to unique child and family characteristics



Slide 8:

Discuss ways that teachers can respond to the cultural, linguistic, and individual needs of children. For example, the teacher might talk to a child’s parents about routines that they use to comfort the child at home.

Ask participants to share examples from their own experience.

Refer teachers to handout **“My Teacher Wants to Know”** This handout can be sent home with children for parents to fill out. It helps teachers connect with parents and also gives them more information about their student’s life outside of school.

Strategies for Relationship Building with Children from Various Cultures

Very teaching strategies

- Using both cooperative learning groups for new material and independent work after students are familiar with the concepts
- Use role playing strategies
- Provide various options for completing an assignment

Bridge cultural differences through effective communication

- Track and talk to students about differences and similarities between individuals
- Show how differences can enhance the learning experience
- Attend community events of the students (when possible) and discuss these events with the students
- Make sure communication sent or given to parents is provided in a way they can understand
- Consider cultural influences/barriers when faced with challenging behaviors

Slide 9:

Discuss strategies for building relationships with children from various cultures.

Video 1.1: Adult Child Conversations

What are some things that this teacher does to build positive relationships with children?



Slide 10:

Introduce the video as follows: This video shows one teacher engaged in conversation with a child as they play.

Note to Presenter: the videos in these modules are designed to provide examples that can be used to describe, reflect, and refine teachers’ practices. They are not intended to be the best way, the only way, or the right way to do something. What things does the teacher do to build relationships with children?

- Participants might comment on how the teacher talked about things the little girl does at the afterschool program and at home, participated in play as a partner, sat at the children’s level, was a responsive listener, etc.

Activity: Be a “Bucket Filler!”

Developed by Carol McCloud

“Bucket fillers” generally spread their love and good feelings to others



“Bucket fillers” rub us of happy feelings by refusing to help with a task or by saying or doing cruel things

<http://www.bucketfillers101.com/>

Slide 11:

1. This is another popular method of relationship building, developed by Carol McCloud (2006).
2. The idea of Bucket Fillers is the idea that we all carry an invisible bucket that contains our feelings. When our bucket is full, we feel great. When our bucket is empty, we feel sad. A bucket filler is someone who says or does nice things for other people. By doing this, they are filling other people’s buckets and filling their own bucket at the same time.
3. So, how do we build positive relationships with children?
 - Present the metaphor, adopted from the work of Carolyn Webster-Stratton, of a “piggy bank” to illustrate “making deposits into children’s emotional banks” as a way of building positive relationships (Webster-Stratton, 1999).
 - Instead of a piggy bank, other metaphors might be a garden (growing) or basket (filling). Ask participants to generate other possible metaphors.
 - We make deposits when we do things to build relationships while we make withdrawals when we engage in behaviors that are detrimental to relationship building.
4. Recap some of the strategies observed in the video, emphasizing the power of play in building positive relationships (e.g., talk about things children do at home or in other settings during play, actively engage in children’s play, participate as a play partner, sit at children’s level, joke and laugh with children, spend time with children doing

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| | <p>what they love to do).</p> |
| <p>Ideas for Deposits Pillars</p> <ul style="list-style-type: none"> Welcome every child at the door by name. Post children's work around the room. Email or send home positive notes. Call a child's parent in front of them to say what a great day she is having. Have a "star" of the week that can lead activities or have a special job. Make a compliment sheet for the "star" of the week. Call a child after a difficult day and say, "I'm sorry we had a tough day today. I know tomorrow is going to be better!" | <p>Slide 12: The next two slides include some examples of the types of things that you might highlight or use to prompt participants to think more broadly about how to build relationships with children</p> |
| <p>More Ideas for Deposits Pillars</p> <ul style="list-style-type: none"> Give hugs, high fives and thumbs up when children accomplish tasks. When a child misses school tell him how much he was missed. Find time to read to individual children or a few children at a time. Acknowledge children's efforts, give compliments liberally. Follow children's lead in conversations and play. | <p>Slide 13: How can you make deposits for school age (K-1) children?</p> |
| <p>Deposits Pillars For Families</p> <ul style="list-style-type: none"> Keep lines of communication open between the school and families Support and encourage parental involvement. Implement activities that bring families together. Learn from family members about their children, and home and family life. Share resources with parents. Share positive things the child did during the day. Conduct meetings in an environment, and time convenient for parents. Assure parents about confidentiality and privacy rights. Acknowledging the good things that parents are doing with their child. <p>Handout 3</p> | <p>Slide 14:</p> <ol style="list-style-type: none"> Remind participants that, since we are working with young children , it is just as important to build relationships with the families of the children as it is to build relationships with children. Refer to Handout 3 - My Teacher Wants to Know Ideas to build relationships with families. |
| <p>Challenges to developing positive teacher-child relationships</p> <ul style="list-style-type: none"> Not enough time Too many curriculum requirements Expectation that children will wait quietly in line Noise level in classroom Maintenance duties Adherence to lesson plans | <p>Slide 15: Possible challenges to implementation might be:</p> <ul style="list-style-type: none"> Not enough time, too many curriculum requirements. (Sample suggestion: Develop learning centers that help children meet requirements and can be used independently as you circulate and make individual contact.) Expectation that children will wait quietly in line. (Sample suggestion: Eliminate practice of waiting in line when possible. When children must wait in line, try teaching them quiet games that they can play with a partner as they wait.) Noise level in classroom. (Sample suggestion: Approach the child before addressing him or her. Get down at child's eye level to avoid raising your voice.) Maintenance duties, such as serving and cleaning up snack. (Sample suggestion: Set up a snack station instead of serving whole-group snack.) Adherence to lesson plans. (Sample suggestion: Be flexible and responsive where possible. Identify the concepts and skills that must be taught and work them into activities that fit the interest of the child. Recognize that children are more likely to learn if the lesson plan is responsive to their interests.) |
| <p>Activity: Action Planning</p> <p>Brainstorm a list of 2-3 things you could do to build or strengthen relationships with the children in your classroom</p> <p>Share with the whole group</p> <p>Identify the next steps you are going to take to build stronger relationships with children</p> <p>Note these on your action planning form</p> <p>What resource will you need?</p> <p>What support will you need?</p> | <p>Slide 16:</p> <ol style="list-style-type: none"> Refer to "45 Things" <ul style="list-style-type: none"> Note there are many free and inexpensive ways to make deposits to relationships with children. Use this list along with the other examples you've seen tonight to complete this activity. Have participants brainstorm a list of things they can do to build relationships with children. <ul style="list-style-type: none"> Give participants about 5 minutes to complete this task. Report back to the group with examples. Create a list on chart paper. Refer participants to their Action Plans <ul style="list-style-type: none"> Give another 5 minutes to pick one or two things that they are going to do when they get back to their classroom to improve their relationships with all children. Ask participants to note what resources or supports they will need to make these changes. |

- Have classrooms report back what changes they are going to make and what resources they will need.
4. At this point, you should highlight the importance of play as a context for building relationships with children. Explain that play gives the adult an opportunity to follow the child's lead, comment on what the child is doing, and build positive interactions.
- Talk about how easy it is to spend most of our time giving directions and correcting behavior, and point out that play provides a context for focusing on more positive behaviors and interactions and promoting children's social skills and emotional development.

ADDITIONAL RESOURCES FOR PARTICIPANTS

***Building Positive Relationships with Young Children* by Joseph & Strain**
What Works Briefs # 12 – Child-Teacher Relationships

Questions?



Slide 17: