

April 21,  
2020

# Building Relationships with Children and Families

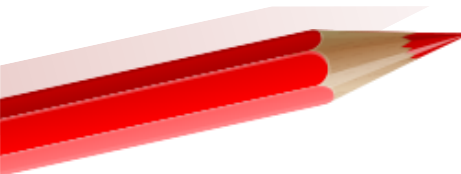
Staying Connected Series



# Introductions



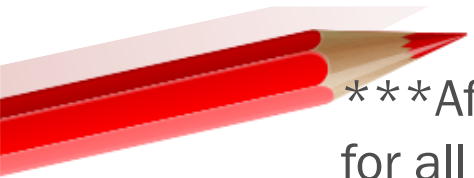
Hello &  
welcome



# Housekeeping and Reminders



- Please mute your mics to help eliminate outside noise.
  - This is a *Staying Connected Series*. We would love to see you (turn your video on) and participate in the conversations.
  - Please raise hand to participate in the conversation to ensure everyone has a turn and has a chance to be heard.
  - If you have a question or something you wish to share, you are welcome to type it in the chat box.
- \*\*\*After the Staying Connected Series is completed, we will send completion certificates for all attended sessions to you in one email. Power Point slides and session recordings will be found on our website,  
<https://ceme.uncc.edu/early-educator-support-licensure-and-professional-development-eeslpd-office>

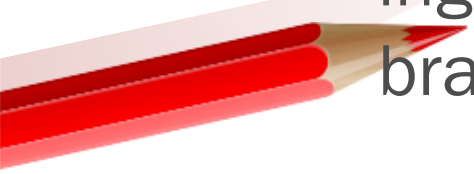


# Icebreaker





# Relationships are the key!

- As Dr. Jack Shonkoff states, “young children experience their world as an environment of relationships, and these relationships affect virtually every aspect of their development.” (*National Scientific Council of the Developing Child, 2004*)
  - Relationships are the most important and influential ingredient to a child’s healthy development, especially brain development.
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# Building Relationships with Children



# Relationship Video



<https://youtu.be/VxyxywShewI>

# Building Relationships with children



Here are some ideas you can use to build relationships with children and families in your program:

- **Schedule home visits and phone calls.** A home visit starts the groundwork for building positive relationships with families. You can learn a lot about a child's home life in a short 15-minute visit. Positive phone calls are also effective ways to support relationships. Make sure the focus of the ongoing phone calls is to share something encouraging about the child.
- **Connect with children.** Be authentic and genuine through actions like smiling, making eye contact, and having social conversations with students. Allow time for children to talk to you and vice versa. Teaching can be hard and overwhelming. Often stressed about meeting standards and preparing for assessments, sometimes we forget this very important part of our job. To truly connect with children, we must be sensitive and aware of not only the academic needs of our students but their emotional needs as well.
- **Play games, sing songs, team build.** Kids that enjoy learning become lifelong learners. Make school fun! Nurture *creative* thinkers instead of cookie-cutter thinkers. Implement lessons that focus on higher-order thinking skills. Ask questions that begin with “why” or “how” to encourage students to form creative and thoughtful answers. Fostering an environment where your students feel safe to take risks, as well as having a fun learning experience, will promote *creative* thinking.
- **Help children feel like they share ownership of the room.** Classrooms where the décor is inspired by Pinterest boards are lovely and fun, but are they effective learning environments? Leave a large chunk of your classroom open so the children can decide how the space should be used. Sharing ownership of the classroom shows students that this is *our* class not *my* class.
- **Develop classroom expectations together.** Gathering ideas and views about appropriate classroom expectations helps children feel more responsible for how the classroom should run. While you and/or the school may have some concrete rules in place, make sure you still ask the students as a group what they think are valuable and reasonable classroom expectations. Students are more likely to follow and adhere to classroom expectations when they have had some form of autonomy with setting the rules.



# Guiding Principles #7

Nurturing and Responsive Relationships are essential for healthy growth and development

- What are some ways you help children share ownership of the classroom?
- How do you feel your children benefit from these opportunities?

#7 Guiding Principle: Nurturing and responsive relationships are essential for healthy growth and development

Building relationships should be the priority. To connect with children, we must be sensitive to their cognitive and emotional needs. Create a classroom community where children feel safe, that promotes their sense of wonder, and includes their family. When we include the children and families in planning and support, we are establishing a child-centered and nurturing environment.



Both teachers are working in small groups not only to work on specific goals but also taking the time to have meaningful conversations with the children.

**Practical Strategies**

- Schedule home visits and phone calls
- Connect with children. Be authentic and genuine through actions like smiling, making eye contact, and having social conversations with students.
- Play games, singsongs, team build. Kids that enjoy learning become lifelong learners. Make school fun!
- Help children feel like they share ownership of the room.

**Reflection Questions**

- How do you encourage children to share their creative expression?
- What are some ways you support your children through understanding differences?
- What are some activities you can implement that reflect similarities and differences among the

**Ideas for Guiding Practice**

**ESD** ESD-6 Children identify and manage feelings and are supported in expressing a range of emotions, using words or signs to express and manage feelings. (p. 61)

ESD-7 Children recognize and respond to the needs and feelings of others. Teach children to communicate concern for others and strategies to help support their friends. (p. 62)

**CD** CD-6 Demonstrate knowledge of relationships. Involve children in school and community services projects. Encourage children to be active members in their classroom family. (p. 131)

CD-7 Recognize that they are members of different groups/Encourage the importance of family and community within the classroom. (p. 132)

CD-8 Talk about differences, different family structure.

# NC Foundations for Early Learning and Development



## **Developing a Sense of Self**

- Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.
- Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

## **Developing a Sense of Self With Others**

- Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
- Goal ESD-4: Children form relationships and interact positively with other children.
- Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

## **Learning About Feelings**

- Goal ESD-6: Children identify, manage, and express their feelings.
- Goal ESD-7: Children recognize and respond to the needs and feelings of others.

# Foundations Strategies

- What are some ways you could use Foundations to help you plan for building relationships?

**Strategies for Preschoolers**

## Developing a Sense of Self With Others

1. Create opportunities for children to interact with others who have varying characteristics and abilities, identifying and pointing out areas in which they share a common interest.
2. Observe children in the classroom and facilitate their entry into social groups with their peers. Serve as broker between Dual Language Learners and children who speak English to facilitate their engagement in play with others. For example: Travis just joined the dramatic play center. Prompt him: "Travis, ask your classmates what they are playing." Then address classmates: "What part/job can Travis do?"
3. Alert children to the feelings and emotional needs of others (e.g., display and talk about pictures depicting various emotions; point out how children feel in various real-life situations).
4. Be aware of social interactions among children and create opportunities to support friendships. For example, create inviting areas within the room where small groups of children can play.
5. Help children see the effect of their behavior on others by encouraging them to see others' perspectives and share their ideas about solving problems and social conflicts (e.g., assist the process of conflict resolution).
6. Allow children to share ownership of the classroom by participating in discussions related to classroom decisions and helping to establish rules and routines.
7. Model asking for and understanding the viewpoints and opinions of others.



**60**  
North Carolina Foundations for Early Learning and Development

# Building Relationships with Families





[http://resourcesforearlylearning.org/educators/  
module/20/13/61/](http://resourcesforearlylearning.org/educators/module/20/13/61/)



**Building Relationships with  
Families video  
resourcesforearlylearning.org**

# Self-Assessment



BRAIN BUILDING IN PROGRESS  
Resources for Early Learning

Getting Families Involved

## Self-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Before the training:** Place a ✓ in the box that best represents your current comfort level.  
**After the training:** Place a ✓ in the box that best represents your new comfort level.

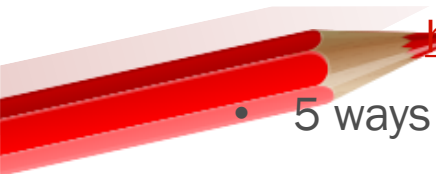
1 = Very uncomfortable 2 = Uncomfortable 3 = Neutral 4 = Comfortable 5 = Very comfortable

	Before					After				
	1	2	3	4	5	1	2	3	4	5
<b>General</b> I am comfortable with my ability to ...										
Build positive and collaborative relationships with families.										
Encourage families to participate actively in their child's learning.										
<b>Build Relationships with Families</b> I am comfortable with my ability to ...										
Provide families with information about what children are learning.										
Understand the expectations each family has regarding family involvement.										
Use a variety of methods to effectively communicate with every family (e.g., bulletin board, newsletter, blog, emails).										
<b>Help Families Extend the Learning</b> I am comfortable with my ability to ...										
Provide families with clear and explicit examples of ways to use key learning strategies and activities at home.										
Tell families how to develop daily routines that incorporate learning experiences.										
Convey to families how to find organic opportunities for learning within everyday activities.										

# Resources Included in Presentation



- <http://modules.nceIn.fpg.unc.edu/esd-self-paced-modules> Video:  
<http://resourcesforearlylearning.org/educators/module/20/13/61/>  
Resources from Module 3: Promoting Positive Relationships (found in “handouts”) -  
Connection is Key (article)  
Getting Families Involved (Relationships)- Self-Assessment
- Foundations Guiding Principles handout:  
<https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/Foundations%20Guiding%20Principles%20Handout.pdf>
- North Carolina Foundations for Early Learning and Development  
[https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC\\_Foundations.pdf](https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/NC_Foundations.pdf)
- 5 ways to build authentic and genuine relationships – NAEYC blog post  
<https://www.naeyc.org/resources/blog/five-ways-build-authentic-and-genuine-relationships>
- Every Opportunity Video: <https://youtu.be/VxyxywShewI>



# Additional Resources

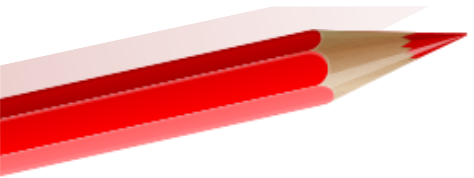


- <https://www.dallasnews.com/news/education/2020/03/26/families-are-adjusting-to-school-at-home-amid-the-new-pandemic-reality/>
- <https://ceme.uncc.edu/sites/ceme.uncc.edu/files/media/October%202018%20Mentor%20Minute-Final.pdf>
- Relationships in the Early Years <https://youtu.be/gn0nyav5Ki4>
- Every Kid Needs a Champion <https://youtu.be/SFnMTHhKdkw>
- Promoting Young Children’s Social and Emotional Health (Article)  
<https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health>
- Increasing Family Engagement in Early Childhood Programs (Article)  
[https://www.mbaea.org/media/documents/Young\\_Children\\_November\\_2012\\_Engag\\_1B69041BD256E.pdf](https://www.mbaea.org/media/documents/Young_Children_November_2012_Engag_1B69041BD256E.pdf)
- Lessons Learned From Our Collaborations With Families  
<https://www.naeyc.org/resources/blog/lessons-learned-our-collaborations-families>
- Center for Social Emotional and Foundations for Early Learning – Vanderbilt University  
<http://csefel.vanderbilt.edu/index.html>





**If you had  
one more day  
in class with  
your kids, how  
would you use it?**





Thank You!

Starr Batts, Phoebe Seiler,  
Rhonda Hamby