

Positive Interactions with Children

BKC-EC-1

Participants Workbook

BASIC KNOWLEDGE

CURRICULUM

EARLY CHILDHOOD



2019

Preface

Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware® of Missouri through a local child care resource and referral agency.

For additional information about this curriculum series contact:

Child Care Aware® of Missouri 1-800-200-9017

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Basic Knowledge Curriculum – Early Childhood

Session Success

Foundational:

Positive Interactions with Children (BKC-EC 1)

Child Safety & Routine Care (BKC-EC 2)

Child Abuse & Neglect-Mandated Reporter (BKC-EC 3)

Safe Environments (BKC-EC 4)

Guiding Children’s Behavior (BKC-EC 5)

Playing with a Purpose (BKC-EC 6)

Routines, Rituals & Schedules (BKC-EC 7)

Supporting:

Physical Development (BKC-EC 8)

Language & Communication Development (BKC-EC 9)

Social & Emotional Development (BKC-EC 10)

Creative Development in Children (BKC-EC 11)

Cognitive Development (BKC-EC 12)

Promoting Physical & Mental Health (BKC-EC 13)

Healthy Eating (BKC-EC 14)

Group Interactions in Child Care (BKC-EC 15)

Family & Community Engagement (BKC-EC 16)

Promoting Cultural Awareness (BKC-EC 17)

Professionalism & Leadership (BKC-EC 18)



Learning Objectives

Positive Interactions with Children

At the end of the training, participants will be able to:

1. Describe the importance of caring for children based on positive, warm and nurturing relationships.
2. Identify adult behavior that leads to sensitive, respectful adult-child interactions.
3. Name benefits children receive through positive interactions.
4. Identify characteristics of interactions that support early development and learning.
5. Identify characteristics of environments that support early development and learning.
6. List ways to foster critical and creative thinking.

***These objectives relate directly to exit assessment.**

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	3. Supporting children's social and emotional development	
Core Competencies for Early Childhood and Youth Development Educators (Kansas and Missouri)	VI. Interactions with Children and Youth	
	3. Engaging and Empowering Children and Youth	
	Level 1	a. Provides an environment that offers choices.
	Level 2	c. Fosters critical thinking, decision-making, problem-solving, and goal-setting skills.

Agenda

Positive Interactions with Children

Welcome.....10 minutes

- Shared Agreements
- Review Objectives

Interactions50 minutes

- Nurturing Relationships
- Intentional Interactions
- Positive Interactions

Break.....10 minutes

- *Show Me Child Care Resources*

Critical Thinking and Communication.....40 minutes

- Environmental Characteristics
- Critical Thinking
- Communication
- Questions
- Meaningful Conversations
- Cultural Responsive Teaching

Wrap Up10 minutes

- Action Steps
- Review Objectives
- Exit Assessment
- Session Satisfaction Surveys
- MOPD Systems Key Functions
- T.E.A.C.H. MISSOURI Scholarship
- Online On Demand Training—MO Workshop Calendar
- *Show Me Child Care Resources*

Action Items

Positive Interactions with Children

Use this page to record things you plan to do, topics for further clarification and new ideas from this training.

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

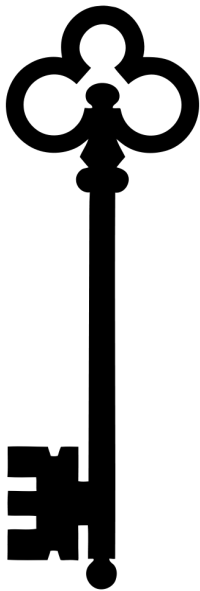
Elements of Intentional Interaction

Be in the NOW

- Be self-aware and present in the moment — Be in the NOW!
- Be aware of where you are and how you feel.
- Leave the outside world at the door to focus more fully on the children.
- Release personal troubles and clear your mind before entering your classroom.
- Bring to mind the positive thoughts, feelings and attitudes about the children.
- Be intentional before you act. Be aware of what you will say and do. Your focus is on the children in this moment.
- This is at all moments—from drop off to pick up, at diapering changing or toileting, during meals, outside playing together, and inside learning at centers and story time.
- Tune into:
 - what the child is doing
 - how you are feeling
 - what you want to accomplish together



KEY THOUGHTS:



Dombro, A., Jablon, J.& Stetson, C. (2011). Powerful Interactions. National Association for the Education of Young Children.

Elements of Intentional Interaction

Two-way Connection

- Acknowledge and validate children by letting them know:
 - You see them
 - You are interested in them
 - You want to spend time with them
- As the child develops security, confidence and competence through connections, they will begin to initiate positive relationships with others.
- You are one of the most important relationships in a young child's life!
- 7 Ways to Enhance Two-way Communication:
 1. Slow Down, Stay in the Moment— Enjoy the time you are spending together.
 2. Keep Learning about Children— Do you know their interests, favorite animals, all their names?
 3. Listen to Children— We all want to be heard, even when our words are forming or jumbled.
 4. Personalize Your Interactions— Mention children by name. Make them a part of the learning.
 5. Show Respect— Everyone, from the youngest to the oldest, deserves to be shown respect.
 6. Guide Children's Behavior— Encourage safe, respectful exploration among children.
 7. Keep Trust Growing— Children learn directly from the trust you have in them how much to trust others.



Dombro, A., Jablon, J.& Stetson, C. (2011). Powerful Interactions. National Association for the Education of Young Children.

Elements of Intentional Interaction

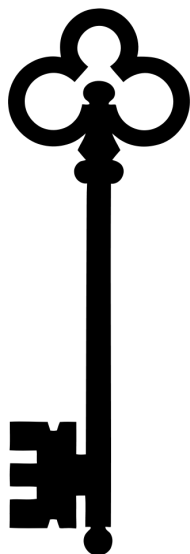
Extend Learning

Stretching children just beyond their skill/developmental level.

- Strategies vary depending on the child's learning and developmental level.
- Three questions to make effective decisions on learning extensions:
 - What is the right content to teach in this moment?
 - What's the next step in this child's learning?
 - How do I make learning meaningful for this child?
- Ten strategies for extending learning:
 1. Help children see themselves as thinkers
 2. Respond to curiosity
 3. Use mirror talk
 4. Have conversations
 5. Inspire imaginative play
 6. Solve problems together
 7. Use rich vocabulary
 8. Laugh with children
 9. Ask questions
 10. Link the New to Familiar



KEY THOUGHTS:



Dombro, A., Jablon, J.& Stetson, C. (2011). Powerful Interactions. National Association for the Education of Young Children.

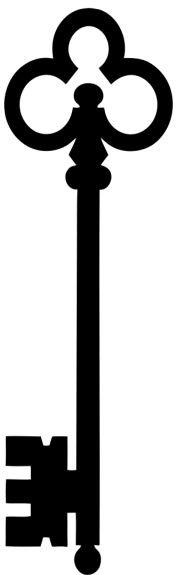
Setting the Environment for Learning

Playing and Exploring

- Provide stimulating materials.
- Material must be accessible and open-ended so they can be used, moved and combined in a variety of ways.
- Materials should be relevant to children's interests.
- Arrange indoor and outdoor spaces with materials where children can explore, build, move, and role play.
- Allow for flexibility within the spaces and how the materials are appropriately used.
- Help children concentrate. Limit background noise and make spaces visually calm and orderly.
- Plan first-hand experiences and challenges that are appropriate to the development of the children.
- Ensure children have uninterrupted time to play and explore.
- Use both structured and unstructured play during the day.



KEY THOUGHTS:



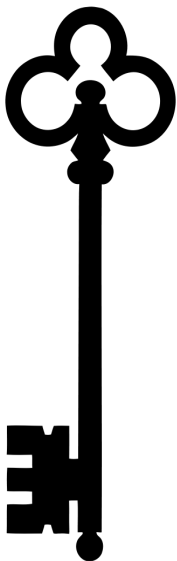
Setting the Environment for Learning

Active Learning



- Provide opportunities to explore. Whether common, new or unusual children love to learn through hands-on discovery.
- Use open-ended questions as they explore to help them connect the learning to new knowledge.
- Notice what stimulates children's curiosity, looking for signs of deep involvement to identify learning that stimulates their thought.
- Ensure children have time and freedom to become deeply involved in activities.
- Use photographs of the child's previous work to maintain focus on things that interest them over a period of time.
- Keep significant activities out instead of routinely cleaning everything up.
- Make space and time for all children to contribute.
- Allow children time to recreate and adjust their discoveries

KEY THOUGHTS:



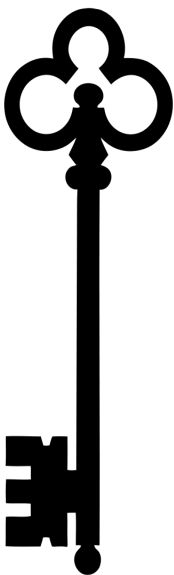
Setting the Environment for Learning

Critical and Creative Thinking

- Plan activities to create opportunities for children to find their own ways to represent and develop their own ideas. Allow for creativity and individual differences.
- Everyone's work should not need to look the same.
- Build in opportunities for children to play with materials before using them in planned activities.
- Play is a key opportunity for children to think creatively, solve problems and link ideas.
- Consider space, time, flexible materials, choice, and control in play spaces.
- Recognizable and predictable routines help children to predict and make connections in their experiences.
- Routines can be flexible, while still orderly.
- Plan linked experiences that follow the ideas children are really thinking about.
- Use mind-maps or visual drawings to represent thinking together.



KEY THOUGHTS:



Steps to Critical Thinking

1. Identify the issue.

Example: “There is only one green ball and Ella and I both want it.”

2. Think about the goal.

Example: “I want the green ball.”

3. Brainstorm possible solutions.

Example:

- “I could give Ella the green ball.”
- “I could hide the green ball.”
- “I can share the green ball with Ella.”
- “I could play with a different ball.”

4. Think through possible results

Example:

- “Ella will be happy with the green ball.”
- “I could get in trouble for hiding the green ball.”
- “Ella and I would have fun sharing the ball playing catch.”
- “I would still have fun playing with a different ball.”

5. Try one of the solutions.

Example: “I am going to play with a different ball.”

6. Evaluate the outcome.

Example: “Both Ella and I had a ball to play a game together.”

Galinsky, E. “Mind in the Making”. HarperCollins. National Association for the Education of Young Children. 2010.

Benefits of Open-Ended Questions



Open-Ended Questions...

- **Enhance language and cognitive skills**

To respond to the question, children must think about their response using their own experiences. Open-ended questions encourage children to stretch their imagination and thinking skills.

- **Promote thinking**

Meaningful questions require children to think about new concepts such as “what if?”

- **Encourage participation**

Open-ended questions encourage children to engage in the question or activity with peers and adults.

- **Help children feel valued**

Open-ended questions require children to be involved. They feel part of a team and feel important and valued.

- **Give educators more information**

Educators can discover a lot of information when asking open-ended questions.

Examples of Open-Ended Questions:

- What happened when...?
- What happened before/after...?
- What did it look/feel/sound/taste/smell like?
- What do you remember from...?
- Tell me about your ...
- List everything you think you might find in...
- What did you use to make it?
- Name all of your favorite...

- Why do you think...?
- Which one do you have more/less of?
- How can you tell the difference between _____ and _____?
- Can you give me an example of _____?
- How do you know that...?
- What happened first, second, third, etc.?
- Tell me what happened...
- How could you say that differently?
- Name some... (shapes,

Culturally Relevant Teaching

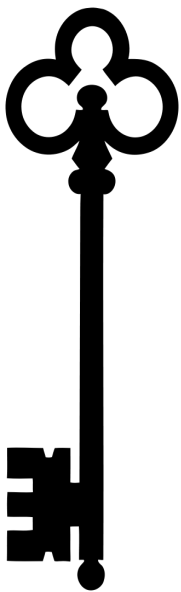
Culture is how a particular group of people live.

- It is the items, customs and values used to express themselves and engage with the world around them.
- We all have a culture.



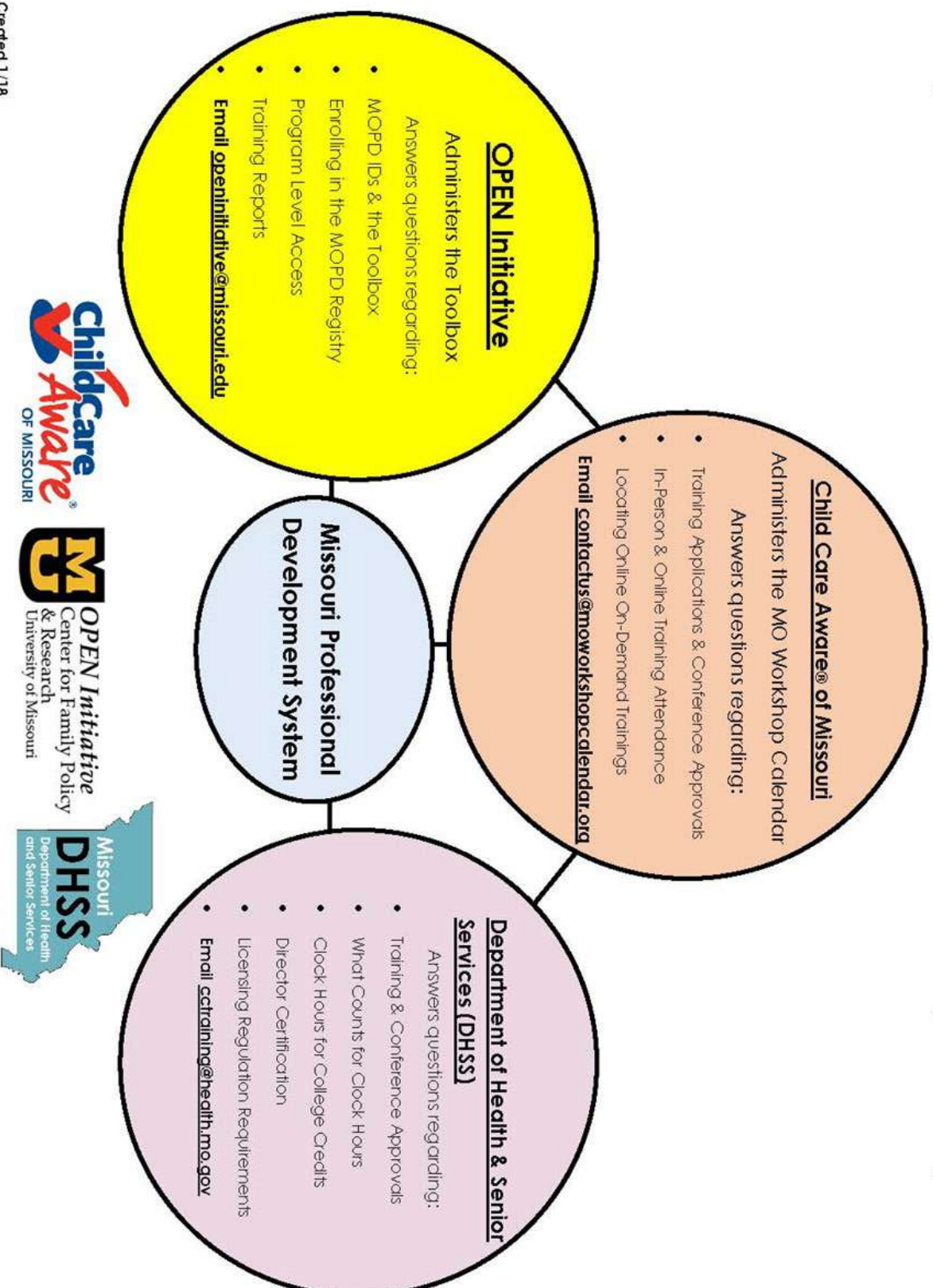
- It is important to be aware that each child brings their own culture to the classroom.
- Recognize that our own culture can impact how we interact with and teach young children.
- For a young child, the cultural aspects that are unique to them include:
 - the language they speak
 - interactions with their primary caregiver and adults
 - mealtime routines
 - participation style
 - expectations from children in the culture

KEY THOUGHTS:



Resources

Key Functions of the Missouri Professional Development System



Created 1/18

Resources

T.E.A.C.H. MISSOURI Scholarship

Want to continue your education?



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in *licensed* child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website www.teach-missouri.org to learn more and access an application



Missouri's most trusted child care resource.

1-866-892-3228

mo.childcareaware.org

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least annually or when changes occur.



Questions?
 Dori Martin, Resource Specialist
 Child Care Aware® of Missouri
dori@mo.childcareaware.org
 or 314-535-1458 x611

The screenshot shows the homepage of the Show Me Child Care Resources website. At the top left is the logo with the text "SHOW ME CHILD CARE RESOURCES". Below it is a navigation menu with links: HOME, SAVINGS, CLASSROOM, FAMILY ENGAGEMENT, HR, MARKETING, PROGRAM ADMIN, QUALITY, REGULATIONS, TRAINING, and COMMUNITY. The main content area features a large banner for "Routine Vision Coverage & More" with a photo of a doctor examining a child. Below this are three smaller promotional boxes: "New and Noteworthy" with a list of resources, "Everyday Savings" with a list of retailers, and "Flu Season" with a reminder to keep healthy habits a priority. On the right side, there is a "ChildCare Aware OF MISSOURI" logo and a "Show Me Jobs" section. The footer contains links for "About Us", "Contact Us", and "Privacy Policy & Terms of Service", along with a note that the site is powered by CCA For Social Good.



CDA SCHOLARSHIP
PROJECT

GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or
license-exempt child care program?



Do you work in a child care program
that accepts DSS subsidy?



Do you work a minimum of
20 hours per week?



Have you worked in the same child
care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at www.cdасcholarshipmo.org. Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

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