

# Social and Emotional Foundations for Learning

---

## Relationships are Key



### Participant Workbook



Funded by the Missouri Department of Social Services, Children's Division,  
Early Childhood and Prevention Services Section.

2019

## **Learning Session 1: Relationships are Key**

Relationships are the foundation of who we are and our connection to humanity. As infants, our relationships with adults taught us how to interact with others, our perceived value to others and how to react to stressful situations. *Relationships are Key* will look at the importance of relationships to young children and how as educators, can build and strengthen relationships with the children within our classrooms to form a firm foundation by which all other skills are built.

### Learning Objectives:

1. List three reasons why relationships are important.
2. Explain how relationships build social and emotional skills in children.
3. Identify three strategies to create a sense of community within your classroom.

---

### **Contact Information:**

Jonni McCaslin, Director of Training

Child Care Aware<sup>®</sup> of Missouri

314-754-1610

[jonni@mo.childcareaware.org](mailto:jonni@mo.childcareaware.org)

Funded by the Missouri Department of Social Services, Children's Division,  
Early Childhood and Prevention Services section

# Agenda

## Relationships Are Key

Welcome..... 10 minutes

- Shared Agreements
- Review Objectives
- The Big Question

*Why are Relationships Important?*.....40 minutes

- What are your significant relationships?
- Children need relationships
- Serve and Return
- Toxic Stress

Break..... 10 minutes

- *Show Me Child Care Resources*

*Building Relationships in Early Childhood Education* .....50 minutes

- Relationships and brain development
- Building strong relationships with Infants and Toddlers
- Building strong relationships with Preschoolers
- We all need community
- Who is in your classroom?

*Wrap Up* .....10 minutes

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

# the **BIG** **QUESTION**

***Why are  
relationships  
important?***

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**How do relationships build social and emotional skills in children?**

Strategies to create a community with my classroom:

1.

2.

3.



In our personal and professional lives, we are constantly hit with one adversity after the other, most of which we have no control over. But the four things we have total control over is how we react, how we adapt, how we breathe, and how we take action.

Diamond Dallas Page

[https://www.brainyquote.com/quotes/diamond\\_dallas\\_page](https://www.brainyquote.com/quotes/diamond_dallas_page)

**Write two ideas you would like implement when you return to your classroom.**

#1—Idea to implement:

---

---

Strategies to use for success:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

#2—Idea to implement:

---

---

Strategies to use for success:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## What Groups Do You Belong To?

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

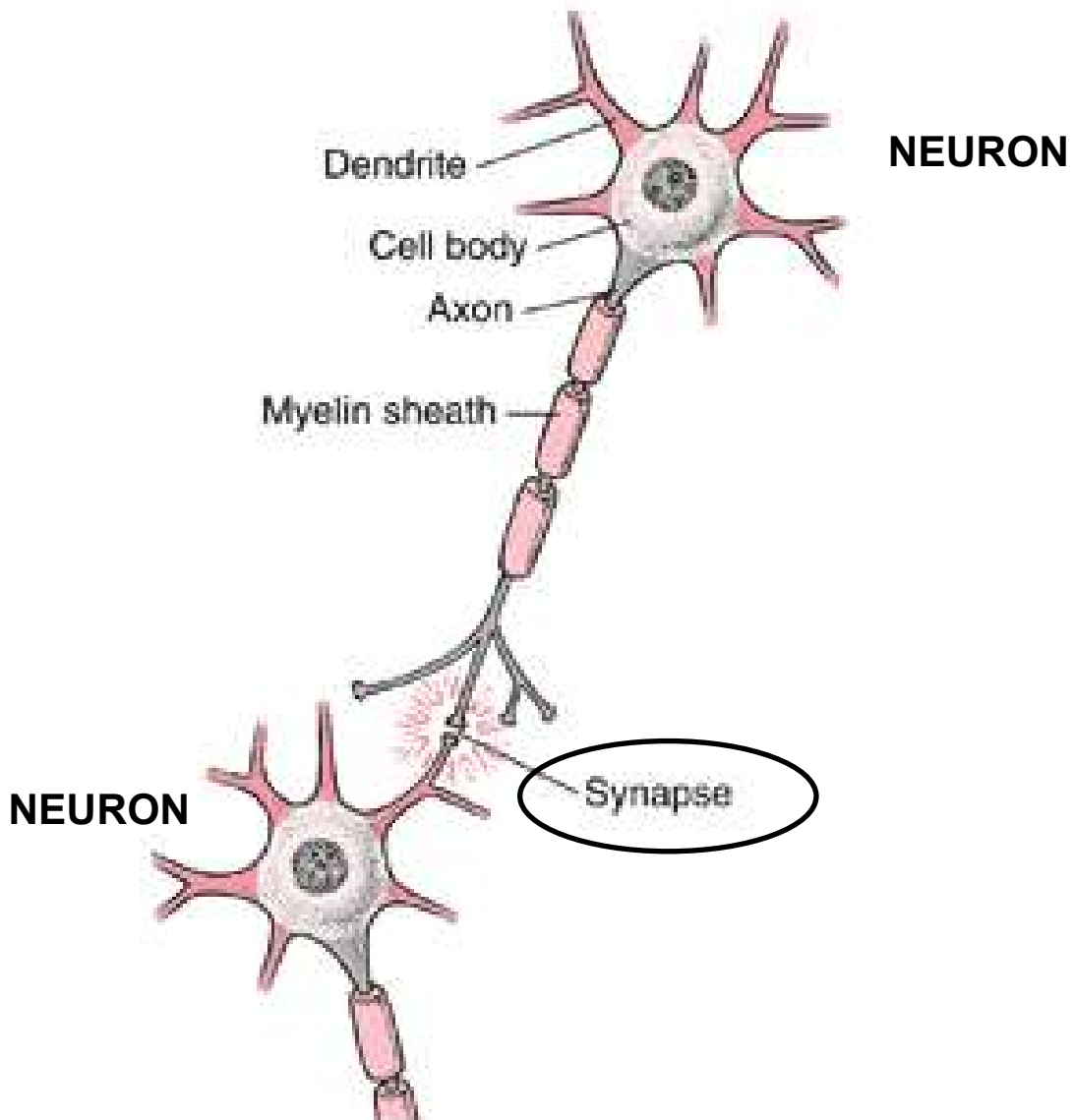
9. \_\_\_\_\_

19. \_\_\_\_\_

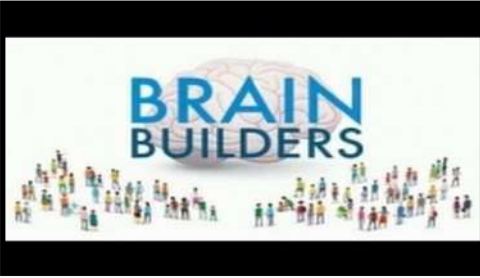
10. \_\_\_\_\_

20. \_\_\_\_\_

## Diagram of two neurons and a synapse



- Information is carried from one neuron to another across a synapse.
- Neurons carry information around the brain.
- As interaction are repeated and reinforced, the synapses are strengthened.



**Video: How Brains Are Built:  
The Core Story of Brain Development**  
**[AlbertaFamilyWellness.org](http://AlbertaFamilyWellness.org)**

**Reflecting on the video, which of the following statements are true:**

- Experiences in our early lives effects brain development.
- A baby's brain needs a firm foundation to support future development.
- Positive interactions between a young child's and their caregiver builds the architecture of the developing brain.
- A sturdy foundation of brain development can provide years of healthy mental function and positive overall health.

## **Serve and Return Interactions**

- **Supports healthy brain development**
- **Interactions can include the following:**
  - **Physical Touch**
  - **Eye Contact**
  - **Singing**
  - **Simple games, like peek-a-boo**
  - **Sounds we make (cooing, giggling)**

**Other forms of serve and  
return interactions:**





## Supporting Children Who Are Experiencing Stress



Small and large signs that your program is committed to diversity, inclusion, and support for each and every child may lessen anxiety.

Recent social and political changes have brought up feelings of fear and anxiety in many communities. In some communities, protests or even violent conflicts may be happening near children. It is not surprising, then, that these communities' children may be exhibiting signs of anxiety. Child care providers can take steps to help children cope with worry and the uncertainty that change brings. First and foremost, it's important to reaffirm to children that when they are in child care, they are with people who care for them and will support them. Small and large signs that your program is committed to diversity, inclusion, and support for each and every child may lessen anxiety. In addition, please take a moment to read the following information about stress in young children, and strategies providers can take to reduce children's stress levels.

- **Infants and toddlers (ages 0-2)** cannot understand that difficult changes are underway, but if their parent or other caregiver is upset, children will sense it. They may start to show the same emotions as their caregivers, or they may act differently than usual, like crying for no reason, withdrawing from people, or not playing with their toys.
- **Children 3-5 years old** can understand the effects of a major shift in the world around them. They may have trouble adjusting to change and loss and, if they witness violence, may become traumatized. They depend on the adults around them to help them feel better and to explain what is happening, and why.

### What Stress May Look Like and How to Respond - Infants

#### Age Group/Behaviors

- Crying more than usual
- More clinginess
- Difficulty sleeping or sleeping more than usual
- Changes in eating or bowel movements

#### What You Can Do

- Keep routines in care normal and consistent
- Hold and rock more, be affectionate
- Keep a positive attitude
- Reassure as needed
- Be patient

## What Stress May Look Like and How to Respond - Toddlers

### Age Group/Behaviors

- Loss of appetite
- May regress to acting younger, for example, wanting a bottle AND using “baby talk”
- Clinginess
- Cries or screams a lot
- Being more aggressive —hitting or pushing

### What You Can Do

- Play with them
- Continue to hug and give affection
- Pay attention to how they play

## Supporting Children

- Keep routines normal and continue favorite rituals or activities
- Maintain a “peaceful” atmosphere
- Make sure children are eating regular, healthy meals
- Always reassure children that you will do whatever you can to keep them safe
- Limit exposure to the media and adult conversations about the change that’s underway
- Answer any questions children have. Be honest without giving a lot of detail
- Talk about the event when children bring it up – don’t try to change the subject. Correct any “false” ideas young children may have about what happened. The language you use and information you give should always be age-appropriate.

**Help children feel in control** by allowing them to have choices. Choices give them a voice and allow them to feel in charge of a situation, no matter how small. Example: Giving a 4 year old a choice of playing with blocks or doing an art activity.

**Teach children ways to calm themselves** like dancing to music, breathing deeply, or doing art activities.

**Give opportunities for emotional expression** through activities like playing with Play Dough, drawing, building, and dramatic play.

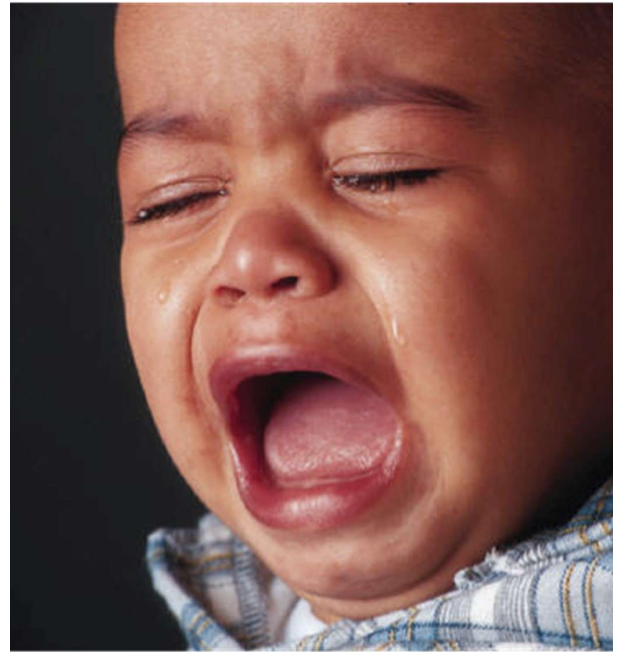




## Toxic Stress Derails Healthy Development

“If a child is preoccupied with fears and anxiety or is dealing with considerable stress, no matter how intellectually-gifted that child may be, his or her learning is going to be impaired by that kind of emotional interference.”

Dr. Jack Shoukoff, Director  
Center on the Developing Child  
Harvard University



### Forms of toxic stress:

- Abuse
- Neglect
- Parental addiction

- The key to combat toxic stress is to teach social and emotional skills using executive function and self-regulation.
- It will help the child to process information, make good decisions and maintain good mental health.

# Relationship-Repair Planning Sheet

Name of child \_\_\_\_\_

Use this chart to help you plan your relationship-repairing time with a child (2 consecutive minutes per day for 2 weeks). Fill in each box with the positive interaction(s) you will have with the child

- Point out what the child is doing right
- Talk with the child and call him/her by name
- Make eye contact
- Ask the child to help you
- Read to the child
- Hug the child
- Let the child choose which activity to do first
- Let the child tell you about his/her interests
- Tell a joke and laugh with the child
- Sit with the child at lunch or snack.
- Let the child choose an activity that you can do together
- Invent your own positive interaction

## WEEK 1

Day 1	Day 2	Day 3	Day 4	Day 5

## WEEK 2

Day 1	Day 2	Day 3	Day 4	Day 5

Relationship-Repair Planning Sheet, *PUSH PAST It! A Positive Approach to Challenging Classroom Behaviors*. Angela Sercy (2019)



## Healthy Brain Development From Birth to Age 3

Babies learn largely from teachers' modeling on how to feel, think and act.

*What are you modeling?*

### Birth to 9 months: Attachment Period

- Much of babies attention and energy spent on forming and strengthening secure connections with their caregivers.
- Serve and Return form these strong connections.
- Interactions between teachers and babies send messages to the babies, developing perceptions to the extent in which they are loved.
- The messages they receive directly affects the quality of attachment.
- Research shows emotional wiring is the dominant activity during this time. This wiring is essential foundation for future social and emotional activity, language and intellectual development.

Young babies need relationships with teachers who are:

- Sensitive to their needs and messages
  - Timely in responding, especially to messages of distress
  - Accurate in reading their cues
  - Understanding the appropriate level of stimulation each child needs.
- If you are unable to meet a child's immediate needs because you are tending to another child, at least acknowledge that you hear them in warm, soothing tones.

**“ I hear you, Joey. I will be there in a minute.”**



## Healthy Brain Development From Birth to Age 3

### Seven to 18 months: Exploration Stage

- Babies are curious and natural explorers.
- Communication and language skills increase rapidly at this age .
- The words they hear, as well as the manner in which it is said, are key to building a strong social and emotional foundation.

They will learn their value or not through:

- I am listened to.
- What I do and say is important.
- I can express my emotions safely.
- I am allowed to explore.
- My needs are met.

### Fifteen to 36 months: Self-Definition stage

- Young children are developing the sense of themselves as individuals.
- They are sensitive to others' judgement, feel shame and embarrass easily.
- Rapid growth in all areas of development (Language, Intellectual, Physical, Social and Emotional).
- Early emergence of Executive Function (working memory, problem solving and self-control).
- Appropriate, respectful responses to poor choices and inappropriate behavior are essential to keeping the child on the path of healthy development.

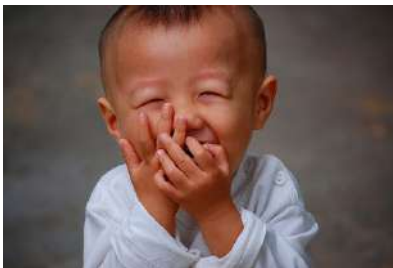
Essentials of this stage:

- Predictable routines in safe, clearly define environments.
- Respectful responses
- Consistent, positive guidance



## Building Strong Relationships in Preschool

- Set the tone of the day: Greet each child and family with warmth and enthusiasm.
- Plan activities throughout the day that of interest to the children. If the children are talking about dinosaurs, plan activities that will expand that interest and encourage learning. If they are interested they are engaged.
- Sit on the floor with them and ask open-ended questions about what they are seeing, talking about and doing.
- Take a load off! Sit with them at lunch. Ask about their morning.
  - *What was your favorite activity this morning?*
  - Compliment them on a positive behavior you observed.
  - Talk about what they are eating for lunch.
- At pick-up, warmly greet each family. It may be the nicest thing they have heard all day. Send each child home with a good-bye, have a good evening or see you tomorrow
- Use an appropriate, respectful tone.
- Don't use sarcasm. Children at this age do not understand it.



- Get on their eye level.
- Have fun! Laugh with the children. Everyone wants to be around someone who is fun and likes to laugh.



**How do you build relationships with the children in your classroom?**



## Displays of Kindness

### Making a Kindness Tree:

- Can use paper, fabric, paint, crepe paper or real tree branches to create trunk.
- Make paper leaves, outlines of children's handprints, hearts or stars to write how we show kindness or kind deeds the children have done.
- It can be as simple or as complicated as you choose.

Can also be made in the form of a Kindness Vine, Stars of Kindness, anything that displays kindness within your classroom.

Pinterest has a lot of ideas.





# Who is in Your Classroom?

Take a moment. Think about the children in your classroom. How well do you know them? Write each name of your children in the form below. Then write three things that you know about each child. ***Building relationships begins with getting to know the children in your classroom.***



Name of Child		What I know about this child		
		1	2	3
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

# Tell Me About Your Child

We want to better know your child. Knowing what your child likes and dislikes, basic character traits of your child help us to better educate and care for your child. Please complete this brief form and return it to us as your earliest convenience.



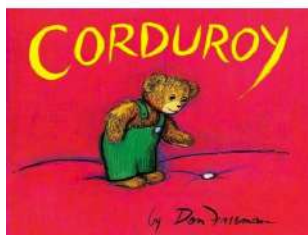
Child's Name: \_\_\_\_\_



What are your child's favorite foods?

Is there a food your child does not like?

What is your child's favorite toy and/or game?



What is your child's favorite book?

What is your child's favorite activity to do together?



# Relationships

## Implementation Guide Checklist

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

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

Early Childhood Positive Behavior Supports for Family Child Care (EC-PBIS FCC) is based on the pyramid model of best practices for encouraging social emotional competence in young children. In programs that have implemented pyramid model practices children have significantly increased social skills and decreased challenging behavior.

This checklist encourages reflection on pyramid model practices used in your program. Once you have completed the checklist you are encouraged to call your consultant to set up a time to discuss how to use this information and what supports are available to you.

### A. Examines personal, family and cultural views

1. I consider personal beliefs regarding the acceptability and unacceptability of specific types of child behavior.  
 Rarely  Sometimes  Frequently

---

2. I consider personal beliefs regarding the causes of specific types of unacceptable child behavior.  
 Rarely  Sometimes  Frequently

---

3. I acknowledge contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior.  
 Rarely  Sometimes  Frequently

### B. Examines own attitudes toward challenging behavior

4. I understand the relationships between children's social emotional development and challenging behaviors.  
 Rarely  Sometimes  Frequently

---

5. I understand that children's challenging behaviors are conveying some type of message.  
 Rarely  Sometimes  Frequently

---

6. I understand there are many things that can be done to prevent challenging behaviors.  
 Rarely  Sometimes  Frequently

---

7. I identify what behaviors "push my buttons"  
 Rarely  Sometimes  Frequently

Updated 4/17/17

---

8. I develop strategies for dealing with situations when children's behaviors "push my buttons"  
 Rarely                                       Sometimes                                       Frequently

---

9. I work to develop support system such consultants, other providers, nurse consultant, etc.. to help give perspective on issues related to challenging behaviors.  
 Rarely                                       Sometimes                                       Frequently

---

### **C. Develops Meaningful Relationships with Children**

10. Do you greet children on arrival and call them by name?  
 Rarely                                       Sometimes                                       Frequently

---

11. Do you acknowledge children's communication attempts to you?  
 Rarely                                       Sometimes                                       Frequently

---

12. Do you communicate with children at eye level most of the time?  
 Rarely                                       Sometimes                                       Frequently

---

13. Do you verbally interact with individual children during daily routines & activities?  
 Rarely                                       Sometimes                                       Frequently

---

14. Do you participate in children's play when appropriate and follow the child's lead?  
 Rarely                                       Sometimes                                       Frequently

---

15. Do you show respect, consideration & warmth to all children by making eye contact, smiling or showing physical affection throughout the day?  
 Rarely                                       Sometimes                                       Frequently

---

16. When you speak to children is it generally positive, calm and supportive?  
 Rarely                                       Sometimes                                       Frequently

---

17. Do you use a variety of strategies for building relationships with all children?  
 Rarely                                       Sometimes                                       Frequently

---

18. Do you promote children's understanding of self and relationships to others (likes/dislikes; characteristics; similarities/differences)?  
 Rarely                                       Sometimes                                       Frequently

---

19. Do you give children attention when they are engaging in appropriate behavior (not only when the child has challenging behavior)?  
 Rarely                                       Sometimes                                       Frequently

---

Updated 4/17/17

---

20. Do you try to create a child care home that is a place children and families like to be (i.e. special touches to help children and families feel welcome in your home)?

- Rarely                       Sometimes                       Frequently

---

21. Do you establish a warm and collaborative relationship with each child's family?

- Rarely                       Sometimes                       Frequently

22. Are the children's families represented in your child care home (e.g., photographs, family book, bulletin board, etc.)?

- Rarely                       Sometimes                       Frequently

---

23. Do you regularly communicate information on what is happening in the child care home? (Drop off/pick up, during parent visits, etc.)

- Rarely                       Sometimes                       Frequently

---

24. Do you have a system for regular communication with families that includes celebrations of the child's accomplishments? (Not just when there are problems)

- Rarely                       Sometimes                       Frequently

---

25. Do you have a communication system with families that is bi-directional, offering families a way to share information about the family or child?

- Rarely                       Sometimes                       Frequently

**Next Steps:**

- Make a list of the top 2 or 3 items you would like to work on
- Call your consultant

Updated 4/17/17



*A hug for you, my friend*



### **Building Relationships with Children in the Classroom**

It is important to build positive relationships with all the children in your care. Here are some fun ideas to try in your classroom. Adapt these ideas to the ages of the children you teach.

1. Sing a special song together when the child is feeling sad or upset. For example –  
Oh Mr. Sun, Sun, Mr. Golden Sun won't you please shine down on "child's name" and me?  
Oh Mr. Sun, Sun, Mr. Golden Sun, hiding behind a tree. "Child's name" and I are asking you to come out again so we can play with you. Oh Mr. Sun, Sun, Mr. Golden Sun won't you please come play with "Child's name" and me?
  - Think about acting out the song together or drawing a picture of Mr. Sun with the child.
2. Make up a silly hand shake to greet one another or to use when a child needs to feel special.  
For example – Shake hands, fist bump, high five, smile, and turn around.
3. What am I drawing? Ask the child to hold a crayon. Put your hand on top of theirs and begin to slowly draw something. Ask the child to guess what it might be. A smiley face, flower, sun, puppy – make it engaging and a special bonding time for the two of you.
4. You need a Hug. Create a song so children can ask for hugs and attention in a constructive way. Use any tune you know or make it up. For example –  
You need a hug. You need a hug. I can see, between you and me, you need a hug.
  - Use a variety of words such as cuddle, snuggle or squeeze. Let the children know that they can sing the song to you and give you a hug too.
5. Tell me what you see. Use a non-breakable mirror. Look into it with the child and describe what you see. For example – I see Linda. See has pretty green eyes and a beautiful smile. I see someone who loves to sing. It makes me so happy to hear her singing.
  - Ask the child to describe what they see in themselves and in you. Model how to use kind words. Focus on more than outward appearances.
  - Talk about seeing a child who can use their kind words with friends, who knows how to take turns or who is a good friend to others.
6. Catch a compliment. Using a soft ball, gently toss it to the child and state something you appreciate about them. When the child tosses the ball back, they should complement you. For example – Jack, you are such a good helper. Thank you.
  - This game can be conducted with several children at a time. Use it to teach about using kind words, manners, compliments, and being appreciative.
7. Random acts of kindness. Reassure children that you care about them, even when they are having a tough time. For example – Go up and hug the child who is getting on your nerves and say, "I like spending time with you." Or try a hug with "You always make my day special." Kindness does wonders to sooth a troubled heart.



## Who Do You Need to Build a Relationship With?

Think about the children in your classroom. *Who needs a stronger relationship with you?* Every child deserves a positive relationship with you.

Write down a name of a child you want to build a better relationship with. What are two new ways you can relate to them to build your relationship?

Child's Name \_\_\_\_\_

Idea #1 \_\_\_\_\_

I will implement this: \_\_\_\_\_

Idea #2 \_\_\_\_\_

I will implement this: \_\_\_\_\_

Child's Name \_\_\_\_\_

Idea #1 \_\_\_\_\_

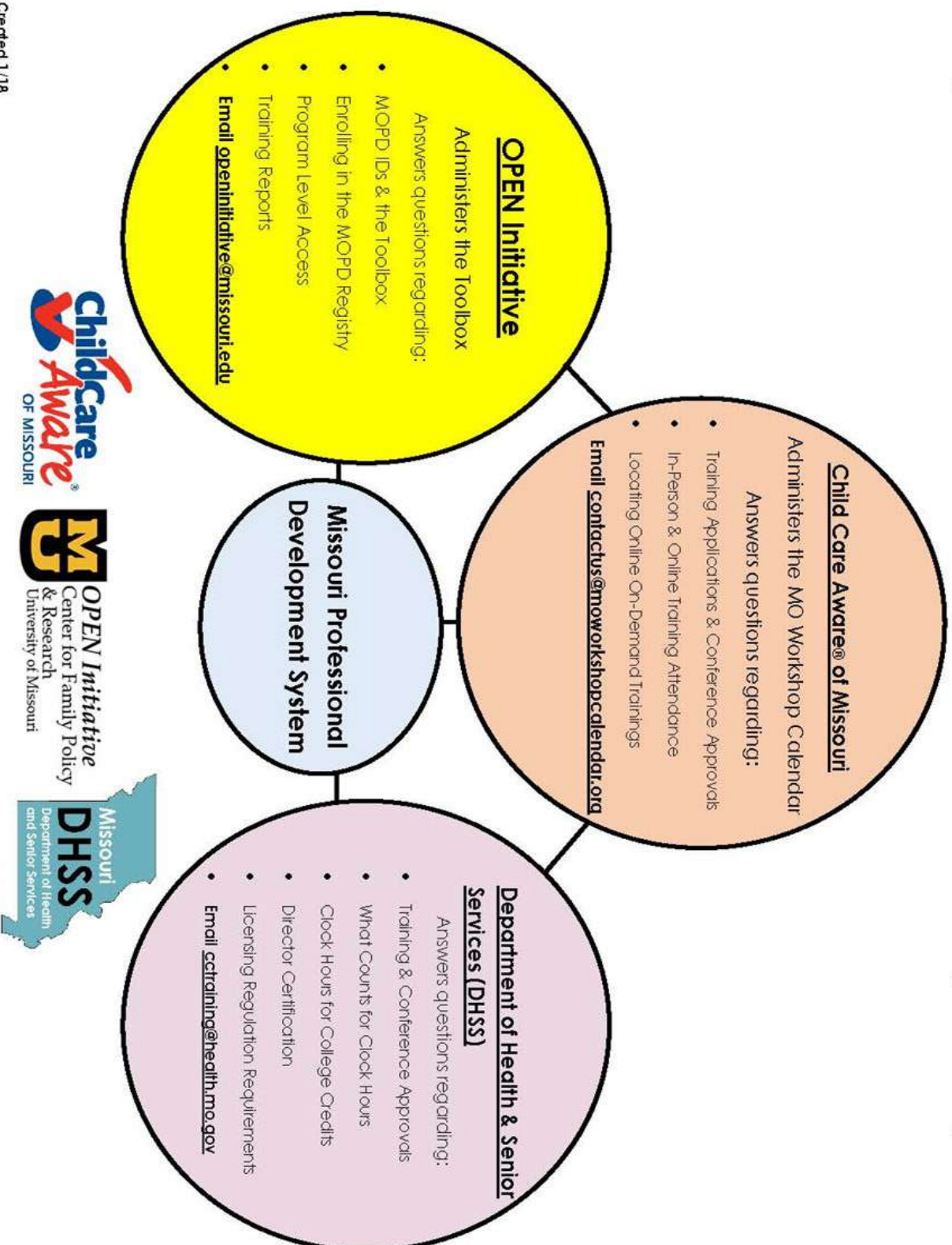
I will implement this: \_\_\_\_\_

Idea #2 \_\_\_\_\_

I will implement this: \_\_\_\_\_

# Resources

## Key Functions of the Missouri Professional Development System



Credited 1/18





*Questions?*

Dori Martin, Resource Specialist  
 Child Care Aware® of Missouri  
[dori@mo.childcareaware.org](mailto:dori@mo.childcareaware.org)  
 or 314-535-1458 x611

The screenshot shows the homepage of Child Care Aware of Missouri. At the top left is the 'Show Me Child Care Resources' logo with the tagline 'Saving Time. Sharing Costs. Increasing Quality.' and a 'Sponsored by: ChildCare Aware OF MISSOURI' logo. On the right, there is a user login area for 'Lauri' with 'My Profile' and 'Log Out' links, a search bar, and social media icons for Facebook and Pinterest. Below the header 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 an image of a doctor examining a child. Below this are four smaller promotional boxes: 'New and Noteworthy' with a list of updates and a 'See More' button; 'Everyday Savings' with a 'Save Now' button; 'Flu Season' with a 'View Now' button; and a 'ChildCare Aware OF MISSOURI' box promoting 'Show Me Jobs' with 'Find a job' and 'Register to post a job' links. The footer contains 'About Us | Contact Us | Privacy Policy & Terms of Service' on the left and 'Reference Sheets: Center Family' and 'Powered by CCA For Social Good ©2019 CCA Global Partners' on the right.

# 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](http://www.teach-missouri.org) to learn more and access an application



1-866-892-3228

[mo.childcareaware.org](http://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





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](http://www.cdасcholarshipmo.org). Space is limited.

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

Funded by the State of Missouri - Children's Division