

OBJECTIVES:

- Relationship building in preschool
- Positive relationships with children, team members, and families impact positive behavior
- Strategies to foster positive relationships



National Center for Pyramid Model Innovations
<https://challengingbehavior.cbcs.usf.edu/>

ASSUMPTIONS OF CHALLENGING BEHAVIOR
Sending a message: either to escape or obtain
Persistent behaviors are usually working for the student
Occurs when students haven't learned the appropriate social/communication skills needed



HOT BUTTONS ACTIVITY



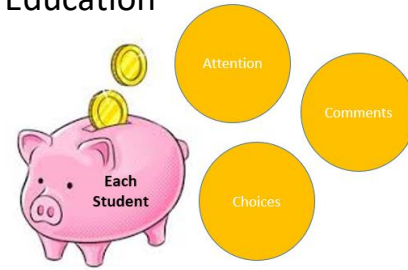
WHAT CHALLENGING BEHAVIORS "PUSH YOUR BUTTONS"?				
WRITE THE EMOTION WORD THAT DESCRIBES THE WAY THESE BEHAVIORS MAKE YOU FEEL.				
HOW DO YOU TYPICALLY ACT/REACT WHEN A CHILD DISPLAYS THIS BEHAVIOR?				
HOW DOES YOUR RESPONSE IMPACT YOUR RELATIONSHIP WITH THE CHILD? WITH THE FAMILY?				

REFRAMING ACTIVITY

Upsetting Thought	Calming Statement
I have to watch him like a hawk or he'll run down the hall or go out the gate.	He has a lot of energy and is very active!
She constantly knocks over other's blocks.	She may want to join other children's play.

“Every Child Needs A Champion” Rita Pierson | TED Talks Education

How can you be a champion for children?



Provide positive feedback to children at five times or more the rate that we give corrective feedback.

Immediate, positive and specific feedback builds a child’s self-esteem and promotes repeated appropriate behavior.

TEACHER-CHILD RELATIONSHIPS		
Relationships with Children	Supportive Conversations	Positive Attention
Greet Children on Arrival	Use key words from children’s home language	Join children’s play and support and expand their interactions
Communicate at eye level	Communicate using alternative strategies as needed	Comment frequently on appropriate behavior
Use a calm, positive, and supportive tone of voice	Attend to children in positive ways – have a system to ensure.	Convey enthusiasm while giving positive descriptive feedback
Show respect and warmth	Create an inviting classroom	Use forms of acknowledgment that are individualized
Call children by names	Reflect and expand on verbal and non-verbal communication	Acknowledge children’s efforts and accomplishments

GIVE ONE TAKE FIVE

1. Answer one of the questions in the grid below.
2. Mingle with others to share your activity and hear about theirs. Write their ideas into your grid.
3. Circle your favorite ideas and plan to incorporate them into your week!

Courtesy of Chicago Public Schools and CASEL

How do you make time for exercise, and what kind of exercise do you like to do?	What do you do during the week to nurture your spiritual health?	How do you carve out “me time” during the workday, and what do you do?
How do you unwind and recharge after work?	What morning routine helps you prepare emotionally for the day?	What do you do with your friends or family that re-energizes you?

TEACHER-TEACHER RELATIONSHIPS

- The tone of adult voices is positive with one another.
- All adults have a clear understanding of classroom routines.
- All adults that enter the classroom engage with children.
- Adult interactions are related to children or classroom activities.
- Roles are shared among adults in the classroom
- Adults give positive feedback to each other about classroom and children.

**Get to Know Your
Team Members**

1. What made you choose to work in this field?
2. What is something you want me to know about you?
3. What do you like to do when you are not teaching?
4. What is the best way to get last minute information to each other?
5. What's your favorite food? Restaurant?
6. What is your favorite color?
7. What is your favorite treat/candy?
8. How do you feel about the current classroom schedule?
9. How do you feel about the classroom arrangement? Learning Centers?
10. If there was one thing you could change about the room, what would it be?

TWO THINGS TO REMEMBER ABOUT ALL FAMILIES

Families love their children more than anything in the world	Families are doing the best they can with what they have
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TEACHER-FAMILY RELATIONSHIPS

- Families have opportunities to visit the classroom
- Families are provided with program information
- A bidirectional communication system including celebration of children's accomplishments
- Families should have the opportunity to contribute to what is happening in the classroom
- Teachers have genuine appreciation for families
- Children's families are represented in the classroom

Building Nurturing Responsive Relationships



Relationships with Children

- Greet children on arrival
- Call children by names throughout the day
- Communicate with children at eye level
- Use a calm, positive, and supportive tone of voice
- Show respect and warmth to all children
- Speak to children who are dual language learners with key words from their language
- Attend to children in positive ways at times when children are not engaging in challenging behavior
- Use a variety of strategies for building relationships with all families (e.g., send celebration notes home, make home visits, invite families to visit the classroom, visual displays of children’s families in the classroom, phone calls to families)
- Create a classroom that is a place that children and families want to be (i.e., reflect children’s home and cultures, feel comfortable, welcoming, and safe)

Supportive Conversations

- Reflect and expand on children’s verbal and nonverbal communication
- Respond to children’s communication by asking questions and making comments
- Join children’s play and support and expand their interactions with their peers
- Communicate using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language

Positive Attention

- Comment frequently on children’s appropriate behavior
- Use positive descriptive feedback for children’s skills, behaviors, and activities
- Convey enthusiasm while giving positive descriptive feedback and encouragement
- Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back)

Notes and Ideas: