Preschool: Relationships
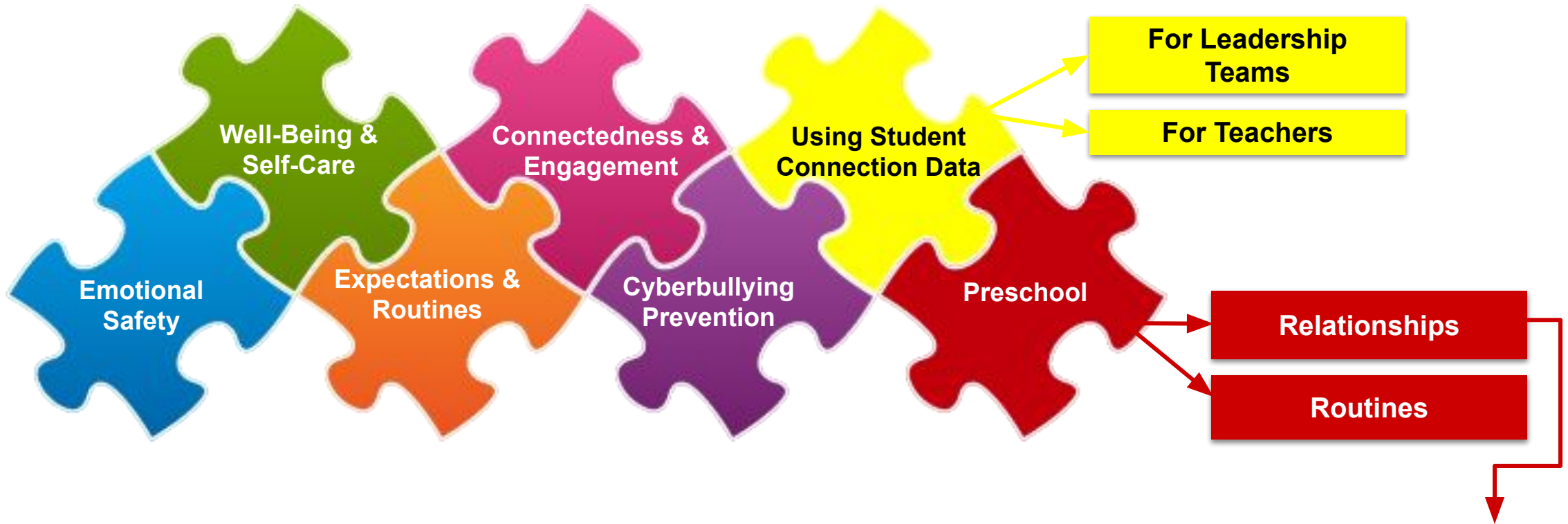
Support Success with Social-Emotional-Behavioral Health (SEBH) Supports

Preschool: Relationships

Well-Being & Self-Care

Emotional Safety

Expectations & Routines

Connectedness & Engagement

Cyberbullying Prevention

Using Student Connection Data

For Leadership Teams

For Teachers

Preschool

Relationships

Routines

Two modules focused on preschool-specific SEBH topics: one for relationships and the other for routines. Support Success with SEBH Supports.

Purpose & Objectives

This is one of a set of modules that highlight critical considerations and provide universal strategies to support the social-emotional-behavioral health of staff, students, and families during in-person and/or online learning.

Each module is:

- a "jump-start" to key considerations, with less focus on systemic changes
- designed to be completed in 30 minutes or less
- for educators/teachers
- self-paced but may be facilitated
- optional; educators may use one or more depending on need

Supporting Social-Emotional-Behavioral Health

Staff, family, and student emotional well-being is integral to effective instruction and student engagement. Planning for this support is critical to ensure adults and learners are ready to learn.

Teachers with Strong Social-Emotional Competence...

- Have less burnout
- Have stronger student relationships
- Regulate their own emotions
- Are social-emotional role models

Students with Strong Social-Emotional Competence...

- Have increased achievement
- Have improved attitudes
- Have less emotional distress
- Have fewer conduct concerns

Alignment to State Priorities and Goals

State Priority: Creating a Safe, Healthy, and Welcoming Learning Environment

- **Goal:** All Iowa schools will work with their learners to **foster a culture and climate in which they feel safe and supported,** and bullying and harassment do not exist.

- **Goal:** All learners will have **access to mental health services and supports** in their schools and communities.

- **Goal:** All schools will create environments that **develop social, emotional, and behavioral health.**

- **Goal:** All schools will develop physical health for students through structured school programs (e.g., food and nutrition, physical education, **wellness programs**, etc.)

Connecting to your work

How do these recommendations connect to your work?

The practices outlined in the following modules align to:

- Best practices detailed within many policy expectations for schools
- Evidence Based Practices (EBPs) for SEBH
- Universal Supports for SEBH within an MTSS

The purpose of these resources is to apply EBP for SEBH within the context of a variety of learning contexts including in-person, online, and virtual.

Preschool: Relationships

Objectives

1. Determine strategies for building relationships with children and families.

2. Identify ways to connect with children and families.

3. Recognize opportunities to create classroom community.

"Every child needs at least one adult who is irrationally crazy about him or her."

— Urie Bronfenbrenner

Relationships Matter!

"*Positive student relationships are fundamental to success. When students feel supported, they're more likely to engage in learning and have better academic outcomes. Plus, when students have positive interactions with teachers, they have fewer behavioral problems.*"

(Trynia Kaufman, MS, www.understood.org)

Four Reasons for Building Positive Relationships with Students:

1. Positive relationships build motivation.

2. Positive relationships create safe spaces for learning.

3. Positive relationships build new pathways for learning.

4. Positive relationships improve student behavior.

Resource: Building Positive Relationships With Students: What Brain Science Says

Building Relationships

Consider in-person and online

- Prioritize relationship building with children
  - Review in the day where you can embed relationship-building activities

- Consider how to support children who may have gaps in attendance
  - Check-ins

- Develop rituals to help children feel comfortable
  - Highly preferred activity when new staff are in room or children have to move classrooms

- Provide positive feedback and encouragement

Strategies to Build Relationships

Consider how these strategies may differ in an online learning environment

- Acknowledge child's communication (verbal or non-verbal)

- Staff and children greet each other by their names

- Engage in one-to-one interactions at eye level

- Use a pleasant, calm voice and simple language

- Provide warm and responsive interactions

Strategies to Build Relationships

- Follow the child's lead and interests during play

- Listen to children and encourage them to listen to others

- Acknowledge a child's efforts and accomplishments

- Maintain 5:1 positive to negative interactions

- Give attention when the child is engaged in appropriate behaviors

Strategies to Build Relationships

Deposits

- **Active Listening**

- **Wait Time**

- **Observation**

- **Mirroring** – Imitate the child's actions and vocalizations; acknowledge the child

- **Self Talk** – Talk about what you are doing, thinking, and /or feeling. (e.g. "I feel happy when you hold my hand." "I am stirring my coffee." "I feel hungry, I think I will eat something.")

- **Parallel Talk** – State what the child is doing, or possibly thinking or feeling. (e.g. "You are singing a song." "You feel sad that we need to leave.")

- **Reflection** – Let the child know you are listening. Acknowledge that what they are saying is accepted. Repeat the word or phrase exactly how they said it or model the correct pronunciation.

- **Expansion/Modeling** – Make a statement using some or all of the child's word and expand it. This will provide the child with a meaningful language model. (e.g. child "car." Adult says "red car goes.")

> *Whenever teachers and caregivers engage in strategies to build positive relationships, it is as if they are "making a deposit" in a child's relationship piggy bank. Conversely, when adults make demands, nag, or criticize children, it is as if they are making a relationship withdrawal.*

Withdrawals

- "No."

- "Don't..."

- "Stop…"

- Demands – directions

- Using a loud voice

- Intimidating request

- [Consider how to connect with children and families before school starts](#)
  - In person
  - On paper
  - Electronically

- [Connecting with families](#)

- Discuss routines in the classroom and routines at home with families

- Discuss classroom rules and [rules at home](#) with families

- Gather information from families about preschool child – [example](#)

- Give information to families about the benefits of [playing](#) with their child

Connecting with children and families

Resources on how to recognize signs of trauma to assist teachers and parents as well as other resources to support parents:

- [Trauma Signs and Symptoms for teachers and families that have concerns at home](#)

- [Resources Specific to Early Childhood Programs for ACEs](#)

- [Checklist of Early Childhood Practices that Support Social Emotional Development and Trauma-Informed Care](#)

Building a Classroom Community

- Creating an environment where EVERY child feels good about coming to preschool in person or remotely

- Designing an environment that promotes child engagement

- Focusing on teaching children what TO DO!

- Teaching rules, expectations, and routines for the classroom

- Teaching skills to children
  - How to stand in line
  - How to wash hands
  - How to transition between activities

- Giving Choices

Building a Classroom Community

Classroom Community:

- 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

- Acceptance
- Communication
- Empathy
- Respect
- Support
- Friendships
- Reconnecting after a break

What do these practices look like in different learning contexts?

In-person

- **Building Relationships –** Positive interactions with each child, greeting each child and ensuring they feel safe and secure.

- **After Scheduled or Unscheduled Breaks –** Re-establish relationships, rebuild connections in your classroom, reconnect with families, and share school and community resources as needed.

- **Teaching** expectations and giving provide positive feedback and encouragement

Online

- **Build Relationships –** Identify an online way to greet children routinely that is engaging.

- **Building Relationships –** Positive interactions with each child, greeting each child and ensuring they feel safe and secure during sessions. Activities to build community building online, consider small group interactions.

- **Instructional Materials –** Consider social-emotional supports families may need at home to support children and families.

- **Differentiate Support –** Equity considerations for all materials; ELL, Special Education, Mental and Physical Health.

Reflection

- What are one or two ways you build relationships in your classroom?

- What are one or two ways you build relationships with families?

- What are one or two ways you build classroom community?

Consider in-person and online learning

Date	Goal (Knowledge, Skill, or Behavior we want to Obtain, Practice, or Improve)	Action Steps and Timeline (what, by whom, when, how)	Indicators of Completion (How will we know when we have achieved it? What change will we see? What types of evidence or tools will demonstrate the skill or practice has improved?)	Supports Needed (materials, personnel, time, etc.)	Follow-up Notes
8/3/20	Maintain a 5:1 positive to negative interactions	1. Set up classroom acknowledgement system 2. Ensure all adults are giving positive and specific feedback 3. Ensure all adults are using the classroom acknowledgement system	1. Classroom acknowlegement system is working 2. Adults and children are brought into the classroom acknowledgement system	1. Time to plan classroom acknowlegement system 2. Time to work with para's to get on same page	

Additional Resources (Optional)

- [Recommendations and Considerations for Descriptive Positive Feedback](#)

- [Emotional Piggy Bank](#)

- [Building Positive Teacher Child Relationships](#)

- [Positive Solutions for Families - Family Routine Guide](#)

- [Making a Scripted Story](#)