



## BUILDING RELATIONSHIPS

**Welcome** to *Pyramid Toolbox*, a monthly e-newsletter for early childhood professionals focusing on **young children's social and emotional development**. Each issue is filled with descriptions of and handy hyperlinks to a teacher-friendly collection of resources including articles, lesson-plan ideas, videos, classroom activities, parent materials, children's book recommendations, and more.

### How to Build Positive Relationships

"Building positive relationships with young children is an essential task and a foundational component of good teaching. Children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions" (Joseph & Strain, 2004). A positive adult-child relationship built on trust, understanding, and caring will foster children's cooperation and motivation and increase their positive outcomes at school (Webster-Stratton, 1999).

The relationships we build with children, families, and colleagues are at the foundation of everything we do with children. We know about the importance of relationships in terms of children's development

and success in school. It is important to build these relationships with all children as a context for supporting their social

emotional development and preventing challenging behavior. It is easier to address challenging behavior if we already have a strong relationship with the child.



#### FEATURED ARTICLES

**Building Positive Teacher-Child Relationships** <http://csefle.vanderbilt.edu/briefs/wwwb12.pdf>

**Play and Social Interaction Strategies for Young Children with Autism Spectrum Disorder in Inclusive Preschool Settings** <http://yec.sagepub.com/content/early/2015/04/15/1096250615576802.full.pdf+html>

### Toward an Effective EC Workforce

The early childhood workforce includes personnel who have a variety of backgrounds, education levels, experience, and roles. The one thing everyone in the workforce has in common is an interest in and passion to help young children learn. Learning in the early years depends upon the responsiveness of the environment and of those within the environment.

No matter who the early childhood practitioner is— or whether they work in classrooms or children's homes—their primary focus should be on building a healthy relationship with every young child in their program. This core competency precedes all others in the **Pyramid Model** as the foundation of all early learning (Technical Assistance Center on Social Emotional Intervention for Young Children).

Joseph, G., & Strain, P. (2004). Building positive relationships with young children. *Young Exceptional Children*, 7(4), 21-28.

Technical Assistance Center on Social Emotional Intervention for Young Children. *Learn about the Pyramid Model*. [http://www.challengingbehavior.org/do/pyramid\\_model.htm#parts](http://www.challengingbehavior.org/do/pyramid_model.htm#parts)

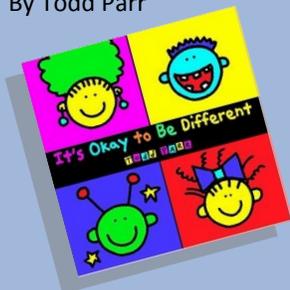
Webster-Stratton, C. (1999). *How to promote children's social and emotional competence*. Thousand Oaks, CA: Sage.

## CHILDREN'S BOOKS



### It's Okay to Be Different

By Todd Parr



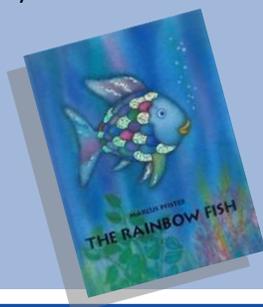
### Big Al

By Andrew Clements



### The Rainbow Fish

By Marcus Pfister



### No Matter What

By Debi Gliori



## EFFECTIVE TEACHING



You can promote relationship building in your classroom simply through everyday routines and activities by engaging with children through conversations during the day, at snack time, free play or even during a transition.

- ◇ Always get on the child's level for face-to-face interactions
- ◇ Acknowledge a child's effort, by giving them high fives and hugs for accomplishing a goal
- ◇ Follow the child's lead and interest during play
- ◇ Listen to children and encourage them to listen to others

## TRICKS OF IMPLEMENTATION

- Engaging Families: A Teacher's Perspective  
<https://www.youtube.com/watch?v=uSQtwC3Agsc>
- Responsive Relationships with Children  
<https://www.youtube.com/watch?v=utBT1z0SJIE>



## PARENT RESOURCES

- How to Give Clear Directions  
[http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk\\_directions.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_directions.pdf)
- Tell Me What To Do Instead!  
[http://cainclusion.org/teachingpyramid/materials/family/TellMeWhatToDoInstead\\_FamilyCA.pdf](http://cainclusion.org/teachingpyramid/materials/family/TellMeWhatToDoInstead_FamilyCA.pdf)



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