

Positive Relationships

Form a positive and solid teacher-child relationship with each child. Observe and engage each child and take notes on actions and behaviors that promote a positive atmosphere and learning environment for that particular child.

Building positive relationships with young children is an essential task and a foundational component of good teaching. All children grow and thrive in the context of close and dependable relationships that provide love and nurturance, security, and responsive interactions. 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.

1. SOCIAL EMOTIONAL DEVELOPMENT

Positive strong relationships are critically important to all aspects of healthy development for young children. They help buffer children from stressful or adverse experiences. Find tasks they can accomplish, help them to be successful if they need assistance and praise them for their accomplishments.

2. STAFF AND ADULT RELATIONSHIPS

[View the Center on the Social and Emotional Foundations for Early Learning handout](http://csefel.vanderbilt.edu/briefs/handout12.pdf)
(<http://csefel.vanderbilt.edu/briefs/handout12.pdf>)

- Adults set the tone for the classroom.
- Cultivate positive child, staff, and family relationships.
- Positive adults make a difference in a child's life.
- Positive relationships between staff and families helps create a sense of school community and sets the stage for open communication should challenges arise.
- The most challenging children need positive relationships the most.

3. STRATEGIES FOR BUILDING POSITIVE RELATIONSHIPS

- Greet every child at the door by name.
- Listen to a child's ideas and stories and be an appreciative audience.
- Send positive notes home.
- Provide praise and encouragement.
- Share information about yourself and find something in common with the child.
- Post children's work.
- Have a "Star" of the week who brings in special things from home and gets to share them during circle time.
- Acknowledge a child's effort.
- Give compliments liberally.
- Find out what a child's favorite book is and read it to the whole class.
- Have sharing days.
- Play a game with a child.
- Play outside with a child.
- Give hugs, high fives, and thumbs up for accomplishing tasks.
- Hold a child's hand.
- Follow a child's lead during play.
- Tell a child how much he or she was missed when the child misses a day of school.

4. SOCIAL EMOTIONAL SUPPORT AND CURRICULUM

Recommended programs that use a variety of methods to cultivate positive relationships:

- [The Center on Social Emotional Foundations for Early Learning](http://csefel.vanderbilt.edu/)
(<http://csefel.vanderbilt.edu/>)
- Local contact with CSEFEL pyramid model trainings:
Early Childhood Council of Larimer County
Contact: Professional Development Coordinator
1730 S. College Avenue, Ste. 200
Fort Collins, CO 80525
(970) 377-3388
- [Invest in Kids - The Incredible Years Colorado](http://iik.org/the-incredible-years/)
(<http://iik.org/the-incredible-years/>)
- [The Colorado Center for Social Emotional Competence and Inclusion](http://www.pyramidplus.org/)
(<http://www.pyramidplus.org/>)
- Project LAUNCH-
[Healthy Safe Children](http://www.healthysafechildren.org/)
(<http://www.healthysafechildren.org/>)
[Early Milestones](http://earlymilestones.org/)
(<http://earlymilestones.org/>)
[Colorado Office of Early Childhood Resources](http://www.coloradoofficeofearlychildhood.com/#/early-childhood-mental-health-services/c1uht)
(<http://www.coloradoofficeofearlychildhood.com/#/early-childhood-mental-health-services/c1uht>)
[Technical Assistance Center on Social Emotional Intervention](http://challengingbehavior.fmhi.usf.edu/)
(<http://challengingbehavior.fmhi.usf.edu/>)

5. TEACHER SELF CARE

Taking care of yourself is very important. Taking care of yourself is also a way to be able to fully give to others. Here are some suggested sites with available information regarding self-care:

- [Teacher Self Care](http://education.qld.gov.au/student-services/natural-disasters/resources/tip-sheet-teacher-self-care.pdf)
(<http://education.qld.gov.au/student-services/natural-disasters/resources/tip-sheet-teacher-self-care.pdf>)
- [Developing a Self Care Plan](http://au.professionals.reachout.com/developing-a-self-care-plan)
(<http://au.professionals.reachout.com/developing-a-self-care-plan>)
- [Taking Care of Yourself](http://www.campusmindworks.org/students/self_care/)
(http://www.campusmindworks.org/students/self_care/)

Early Childhood Challenging Behavior Tool

<http://www.ecclc.org/child-care-providers/challenging-behavior-tool>

