

Quick Tips



Nurturing Positive Relationships

Teacher-Child Relationship

- Follow the child's lead in play. Be a co-player, not the director. Too often we begin to "quiz" the child - what color is that? how many block do you have? - instead of joining in with whatever the child is doing. You certainly can extend and enrich their play - but let them be in charge. This also involves truly listening to them and paying attention to what they are saying.
- When talking with the child be sure to use a calm, pleasant voice and be at his/her eye level.
- Be present...validate and model emotions (i.e. empathy)
- As we build relationships with children, it's important to acknowledge their efforts and accomplishments.

5 to 1 Deposits

- We need to give the children five deposits for every one withdrawal.
- When we increase the number of positive interactions, relationships with children become stronger and the emotional climate of the classroom shifts to become more positive.
- Immediate, positive and specific feedback builds a child's self-esteem and promotes repeated appropriate behavior.



Our VISION is for all young children in Georgia to have strong social-emotional foundations for lifelong learning and enhanced academic success that are strengthened through a network of professionals, families, and community members.

Key terms in this issue:

- **Teacher-Child Relationship:**
The relationship that is built between the teacher and the child in the classroom.
- **Teacher-Teacher Relationship:**
The relationship between the teachers in a classroom and childcare center.
- **Teacher-Family Relationship:**
The relationship built between the teacher and the family of the child that is in their care.
- **Deposits:** Giving children positive feedback to help build the relationship with a child. (i.e. "Good Job" "You are putting all those blocks back on the shelf. Now the rug is clear and safe for walking.")
- **Withdrawals:** When we engage in behaviors that will tear down relationships. (i.e. Using a loud or harsh voice)

CONTACT US



1-833-354-4357



inclusion@decal.ga.gov

Zooming in for a closer look...

Teacher-Teacher Relationship

- Make time daily to touch base and share lesson plans and expectations.
- Come up with a equitable way to share daily classroom duties such as cleaning or supervising messy projects. Make a roles and responsibilities list for the classroom that you change on a regular basis.
- Talk about your individual work styles and how you learn and communicate best.
- Try to spend some time together on a personal level, getting to know each other.

Teacher-Family Relationship

- Establish and maintain a relationship based on mutual trust, viewing families as an equal partner and valuable contributor.
- Use SOUL to communicate with families:
- “S” stands for Silence. This means that we give the family our attention or are fully present when communicating with them.
- ”O” stands for Observation. Make sure to follow cues and listen to the families concerns.
- “U” stands for Understanding. This means you show openness to the conversation and that you are willing to be changed by the encounter/person
- “L” stands for active listening. Part of developing a trust- ing relationship with families means that when we talk with them, they have your undivided attention.



Together we can work to ensure that “all young children in Georgia have strong social emotional foundations for lifelong learning...”



**Georgia Dept
of Early Care
and Learning**

BRIGHT FROM THE START

Relationships Self-Assessment

Use this brief self-assessment as you create and reflect on your own relationships with children, teachers, and families

Components	YES	NO	What do I need to make this happen?	Who can support me?
Communicate with children on eye level.				
Participate in children’s play when appropriate				
Uses a variety of strategies for building relationships with all children				
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 families				
Create a classroom that is a place that children and families like to be (i.e. feel, comfortable, welcome, and safe)				