

Building Relationships with Preschool Children:  
Working Together Through Challenging Behaviors

National Center on  
Early Childhood Development, Teaching, and Learning

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November 3, 2022

Building Relationships with Preschool Children:  
Working Together Through Challenging Behaviors

Host  
Saameh Solaimani  
NCECDTL

Host  
Virginia Tse  
NCECDTL

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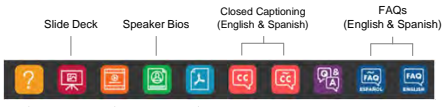
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Webinar Features



Slide Deck   Speaker Bios   Closed Captioning (English & Spanish)   FAQs (English & Spanish)

Help   Media Player   Resource List   Question & Answers

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**Building Relationships with Children Birth to Five**  
 October, November 2013

**Viewer's Guide**

Building Relationships with Children Birth to Five

Building relationships • Responding to children's cues • Supporting self-regulation

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U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES  
 National Center on Early Childhood Development, Teaching, and Learning

**Our Time Together**

- Positive Behavior Support Teaching Practices
- It's All About You
- Neuroscience Nook
- BASICS
- Small Change, Big Impact
- Focus on Equity
- The Book CASE

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**Feelings Tree**



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### Head Start Early Learning Outcomes Framework

ELOF	Central Domains				
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
Infant/Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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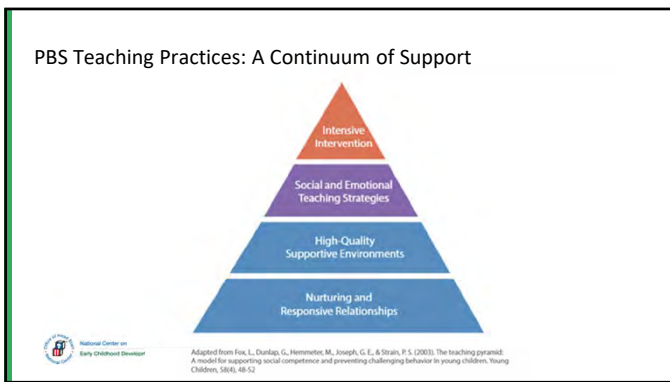
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What's one way you support building relationships with the preschool children in your care?

Share in the Q & A

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Positive Behavior Supports (PBS)



Positive approach to challenging behavior:

- Focuses on building social and emotional skills
- Recognizes that all behavior is communication

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All About You!

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It's All About You!

Supporting your own Self-Regulation



Self-regulation is the ability to manage our feelings, actions, and behaviors.

Our ability to self-regulate is foundational to building strong & positive relationships with the children in our care.

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It's All About You!

Supporting Your Own Self-Regulation — "4-4-8 Breathing"

- 4 Breathe in through your nose for a count of 4, taking the breath into your belly.
- 4 Hold your breath for 4 counts.
- 8 Release your breath through your mouth with a whooshing sound for 8 counts.



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Mindful Breaths with Preschool Children

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Relationships are Key



- **Nurturing and responsive relationships** with adults are the foundation for children's social and emotional development
- Children who develop **trusting relationships** with adults are better able to manage their *thoughts, feelings and actions*.



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Relationships are Key



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Neuroscience Nook

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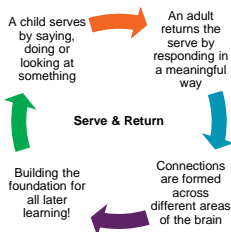
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Neuroscience Nook

Serve and Return



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**Neuroscience Nook**

While watching this short video clip from a Head Start classroom think about the places where you see the "serve and return" between the teacher and children.



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**BASICS: Relationships are Key**

- B** Behavioral expectations in advance
- A** Attend to and encourage positive behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback



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**Behavioral Expectations in Advance**

**Let preschool children know what is going to happen next:**

- *"We're going to clean up for group time in five minutes so it's a good time to start finishing up whatever you're working on."*
- *"First, we will wash hands, then we will sit down for snack."*
- *"After you get your coats and shoes on you can look at a book by the door until everyone is ready."*
- *"When we come back inside it will be lunchtime then it will be nap time. Let's get our mats set up now so we're ready for rest after lunch."*



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**Behavioral Expectations in Advance**  
Next steps after group time



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**Attend to and encourage positive behavior**



**Show interest in children's experiences and ideas:**  
*"I am very curious about your block structure. Can you tell me more about what you're working on?"*

**Match the child's level of energy, volume and emotional expression:**  
*"I can see how focused and hard you are all working on this floor puzzle! Keep up the great teamwork!"*

**Share affection and use words that communicate respect:**  
*"Thank you so much for helping Amelia put away those books! That was so thoughtful."*



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**Attend to and encourage positive behavior**  
Thank you for helping



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Small Change,  
Big Impact

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Small Change Big Impact

Focusing on Positive Behaviors: Relationship Piggy Bank

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Small Change Big Impact

Individualizing Deposits



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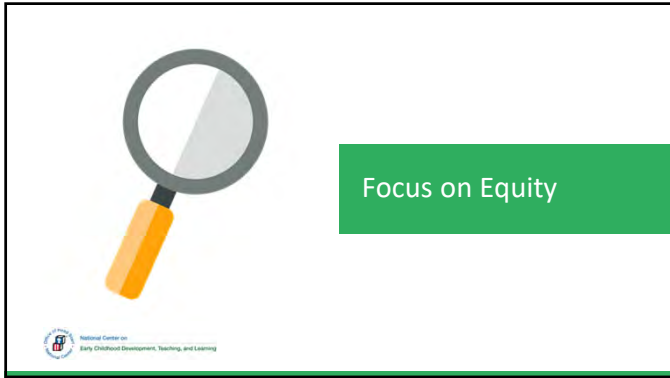
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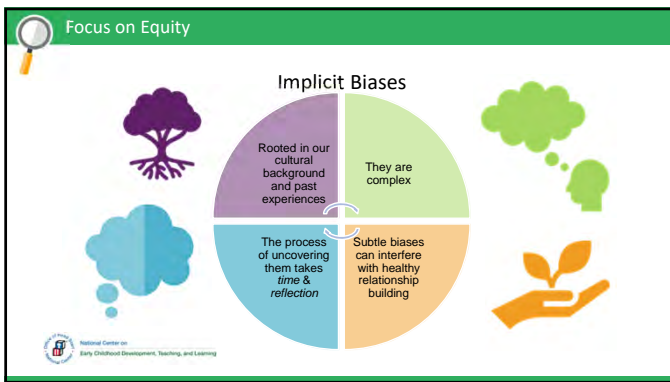
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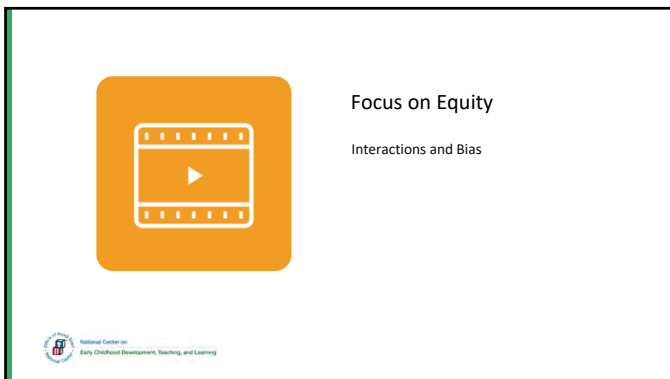
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**Focus on Equity**

Consider the following statements:

- I made this child feel included today;
- I asked this child a question about themselves or their family today;
- I showed genuine interest in this child today;
- I had high expectations for this child today;
- I let this child know how much I enjoy them today;
- I let the family know how much I enjoyed their child today;
- I supported this child to learn a new skill today.



Try creating a **checklist**, as a reflective tool, to support you in connecting with each child equitably. At the end of the day, consider your checklist and set an intention for the next day!



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**The BookCASE**

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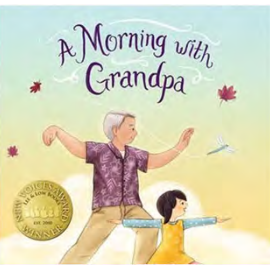


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**The BookCASE**

**A Morning with Grandpa**

Written by Sylvia Liu      Illustrated by Christina Forshay

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Live Q&A

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!



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<https://bit.ly/DTL-PUSHPLAY>



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Thank You!

Join Us For Our Next Episode!

December 1, 2022  
Emotional Literacy with Infants and Toddlers



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<https://eclkc.ohs.acf.hhs.gov/mypeers>



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We Want to Hear From You!

Please take some time to complete the session evaluation.

For more information contact:  
[ecdtt@ecetta.info](mailto:ecdtt@ecetta.info)  
 (Toll-free 1-844-261-3752)

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