

Setting the Stage for Successful Teacher-Child Interactions

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Presenters



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About Teachstone

- We are an educational company located in Charlottesville, Virginia
- Focused on ensuring that all students have access to life changing teachers
- We work with educators in all 50 states and around the globe
- Publishers of CLASS



Let's Take a Poll



How familiar are you with CLASS?

- I don't know a whole lot about CLASS
- I'm familiar with CLASS but don't use it
- We use CLASS to collect assessment data
- We use CLASS for assessment and professional development

What is CLASS?

- Classroom Assessment Scoring System (CLASS) is the leading system for measuring and improving teaching quality
- Views and measures effective teacher-child interactions
- Aligns measurement with professional development to produce effective teaching and learning gains
- Highly researched - Proven effective in over 200 research studies



Infant

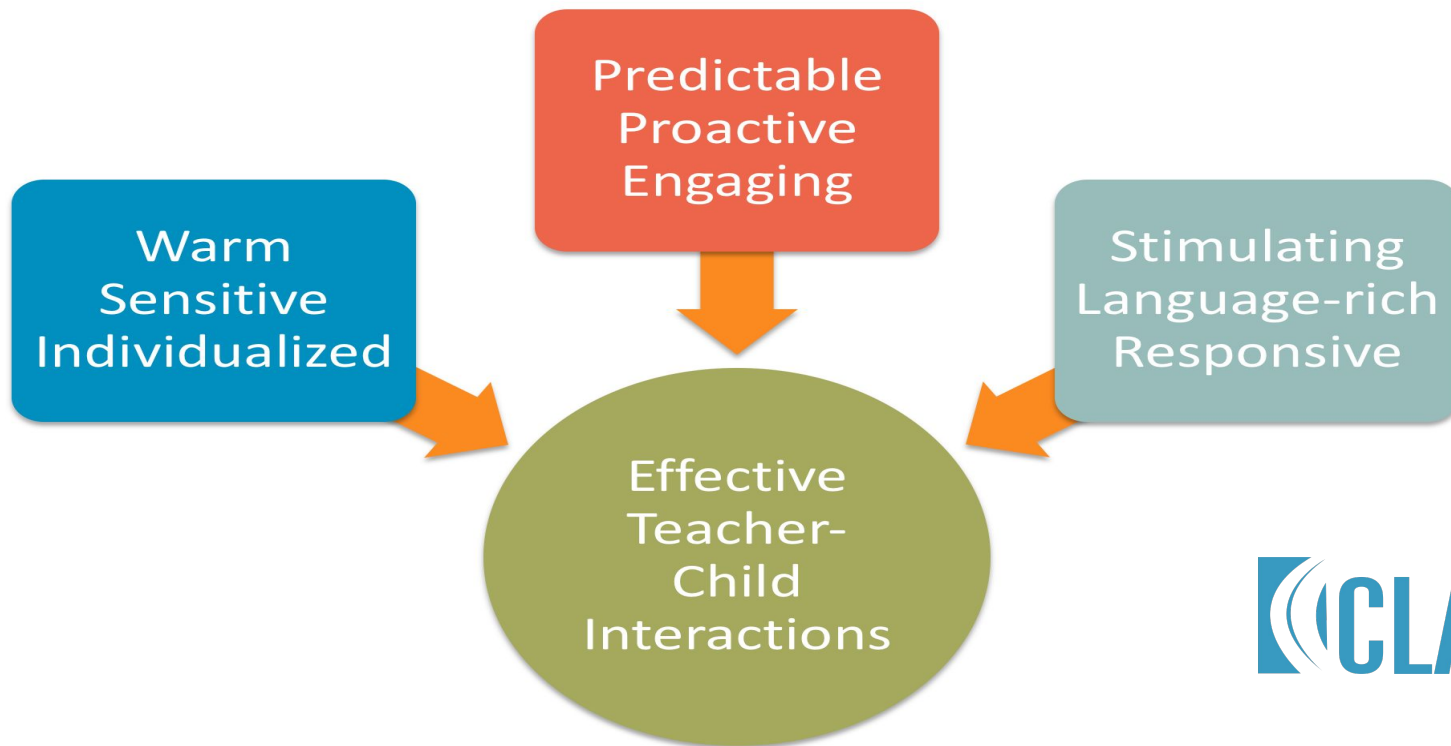
Toddler

Pre-K

K-3

Upper
Elementary

Secondary



Webinar Objectives

- Understand why teacher-child relationships are important
- Discuss ways to reframe how we view children's behavior
- Learn about ways to understand why children “misbehave”
- Discuss the importance of resiliency and protective factors for children
- Identify ways to increase interactions and opportunities for relationships across the school day

Teacher-Child Interactions Matter

Teachers and their daily interactions matter for children's learning and development.

Teacher-child relationships are key to building the high quality interactions that CLASS measures and supports.



Strong Relationships with Children Matter



*“In order to develop normally, a child requires progressively more complex joint activity with one or more adults who have **an irrational emotional relationship with the child.** Somebody’s got to be crazy about **that kid.** That’s number one. First, last, and always.”*

(Urie Bronfenbrenner)

The Power of Relationships in Schools

Let's watch a [video](#) about the importance of strong teacher-child relationships.

HOW LEARNING HAPPENS
**The Power of Relationships
in Schools**



Reframing How We Respond to Children

Let's Take a Poll

What age students do you work with?



- Infant/Toddler
- Preschoolers
- K-3rd grade
- Upper elementary/secondary

Reframing Misbehavior

Young children who can't easily understand or describe their feelings get frustrated and often end up expressing their *big feelings* physically. This does not mean that they're misbehaving.

- When children engage in “challenging” behaviors, they are telling us something

What acting out may mean:

- That's too hard, I need help
- That's too easy, I'm bored
- I'm sad, I'm hurt, I'm lonely, I'm over stimulated, I want something I can't have, I'm hungry, I don't feel good, I miss my mom, I want my teacher to care about me, etc.

Thinking About Attention Seeking Behavior

Consider some challenging behaviors teachers frequently associate with children who are seeking attention.

- “He’s always acting up and tattling on other children to get attention.”
- “She always cries at naptime. She’s just doing it for attention.”
- “She shouts out and interrupts me at circle time because she always wants more attention.”

Seeking
Attention



What if we changed
the way we thought about
“challenging” behavior?

What if we changed
the way we thought about
“challenging” behavior?



Seeking
Relationship

Thinking About **Relationship** Seeking Behavior

I wonder if the children's "mis"behavior is telling us something different about what they need...but don't yet know how to ask for?


- "He's always acting up and tattling on other children..."
- "She always cries at naptime..."
- "She shouts out and interrupts me at circle time..."

A Child's Perspective



What Do I
Need?

How Can I
Get It?



Cultivating Strong Teacher-Child Relationships





*“Of all of the work that occurs at every level of our education system, **the interaction between teacher and student** is the primary determinant of success” (U.S. DOE, 2010, 13)*

Building Relationships with Each and Every Child

“Finding ways to connect teachers to students not only addresses student behavior, but it also increases the likelihood that teachers will move their mindset away from student referrals. **Teachers who form meaningful connections with students erase discipline gaps by valuing the unique perspective of each individual student.**”

(Hafen, 2016)



Some Ways We Can Build Relationships with Children

- Greet them every morning when they arrive at school
- Engage in social conversations with children about their lives outside of school
- Get to know their interests and what they like to do
- Follow their leads in conversation and in play
- Listen and respond contingently to what they have to say
- Sit with them at the lunch table
- Share in their excitement and joy

A Teacher's Perspective



What Do I
Do?

How Can I
Build a
Relationship?

Try to Figure Out What the Child's Behavior is Telling You

Make a record of the “challenging” behavior. See when it is most likely to happen and watch to see what happens afterwards

What Happens Before	Child's Behavior	What Happens Afterwards
Teacher asks child to clean up	Child cries and throws toys	Teacher cleans up for child
Children are crowding each other in line	Child cries and pushes	Other children move away
Child struggles to fit a piece into a puzzle	Child folds arms and cries	Teacher asks child what happened
The center where the child wants to play is full	Child cries and stalks off	Teacher ignores, child wanders around

What Should I Do With This Information?

- Look for patterns in behavior
- Consider what their behavior is telling you
- Explore ways to reduce the behavior while proactively supporting the child's needs before misbehavior occurs
- Reinforce the child's positive behavior
- Take the time to really get to know each child, especially those more difficult to bond with or who engage in more extreme behavior



Use 1:1 Play to Improve Strained Relationships

- Set aside time to spend with children in a 1:1 situation
- Let them pick the activity
- Follow their lead
- Just be with them -- accept the child as he/she is - don't try to lead
- Focus on building a positive relationship with the child rather than teaching
- You may be surprised at what you learn about each child!



Resiliency and Protective Factors



Attachment Theory



“Children whose caregivers respond sensitively to the child’s needs at times of distress and fear in infancy and early childhood develop secure attachments to their primary caregivers. These children can also use their caregivers as a secure base from which to explore their environment.”

(National Institute for Health and Care Excellence, 2015)



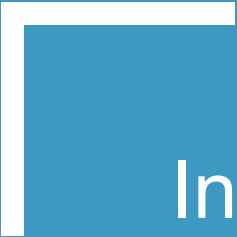
Resiliency is the ability to overcome serious hardships.

How can we help children who have experienced adversity beat the odds?


- Protective experiences
- Close bond with a caring adult who is sensitive to their needs
- Positive, strong teacher-child relationships



Teacher-child relationships
can serve as a buffer for
children who experience
adverse life experiences



Increasing Interactions &
Opportunities for
Relationships
Throughout the Day



Let's Take a Poll



What setting do you work in?

- School based setting
- Private preschool
- Child care
- Family Child Care
- Other (leave your answer in the chat)



When Do Interactions Happen?

Increasing Teacher-Child Interactions

Think about the successful interactions you already have every day with your students and the relationships you are developing with each and every child.

Build on your strengths

- Make effective interactions even **better**
- Keep them going even **longer**
- Have them more **often**



Matrix Planning: Emotional Support Domain

Teachers look at their schedules and plan ways to embed interactions into routines

Emotional Support

Arrival	Greet children by name, talk with them about their evening
Morning Meeting	Children take attendance, check weather, etc.
Breakfast	Children serve themselves, teachers sit with them engage in conversations about what the children want to do in centers
Centers	Children select centers & may move from one center to another when done
Story	Children sit where they want, pick a book to read, make comments about their story to their friends and teacher

Matrix Planning: Classroom Organization Domain

Teachers look at their schedules and plan ways to embed interactions into routines

Classroom Organization

Arrival	Remind children about arrival routine, have activities ready for them to do
Morning Meeting	Children participate in activities – do hand motions to accompany songs
Breakfast	Children know to push in their chairs and clean up their dishes when done; move quickly to next activity
Centers	Materials ready, teacher proactively explains how to use magnifying glass in science center
Story	During read-aloud, redirect children who are getting antsy by asking questions or including movement

Matrix Planning: Instructional Support Domain

Teachers look at their schedules and plan ways to embed interactions into routines

Instructional Support

Arrival	Ask open-ended questions about what they did after school yesterday
Morning Meeting	Children plan what they are going to do in centers
Breakfast	Encourage children to talk to each other during meals, brainstorm ideas about why it's important to eat healthy foods
Centers	Ask children to explain why they mixed the colors the way they did. Did they get the colors they were hoping to make?
Story	Ask children to predict what will happen next in the book, explain new words as they appear in the story

Questions?



Let's Take a Poll



What are your goals with teacher-child interactions?

- I want to understand what quality interactions look like
- I want help with improving my teacher-child interactions
- I want to help my staff understand and improve interactions

How Can We Help?

Website: www.teachstone.com

Connect: www.teachstone.com/interactions

Phone: (877) 401-8007

Email: learnmore@teachstone.com





Find the recording, slides, handouts, and other free resources in the CLASS Learning Community.

Look for an invitation to join the CLC in the follow-up email.



Thank You!

