 **NCPMI**

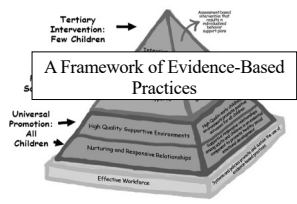
Nurturing and Responsive Relationships

Pyramid Model
Preschool Training Series

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1

What is the Pyramid Model?



Tertiary Intervention: Few Children

Universal Promotion: All Children

A Framework of Evidence-Based Practices

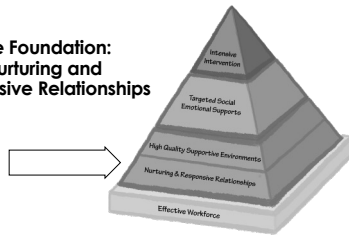
High Quality Supportive Environments

Nurturing and Responsive Relationships

Effective Workforce

2

The Foundation: Nurturing and Responsive Relationships



Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

3

Agenda Relationship Overview

- Creating a Caring Classroom Community
- Relationships with Children
- Relationships among Children
- Relationships with Families
- Relationships with Colleagues

4


Expectations for Learning Together

- We are safe and healthy
 - Take breaks as needed
 - Move if you need to
 - Stand up for micro-breaks
- We are respectful
 - Listen to understand
 - Value everyone's ideas
- We are friendly and kind
 - Step up/step back
 - Be kind



5

Responsive Relationship Practices



Review Pyramid Practices Checklist: Responsive Relationships

- Practices I do well
- ☆ Practices I want to learn more about or strengthen

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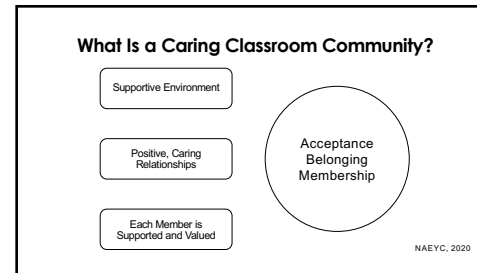
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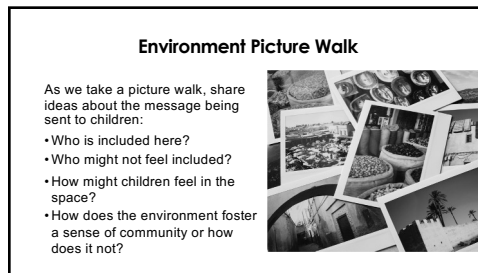
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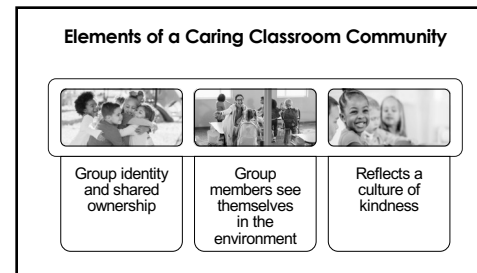
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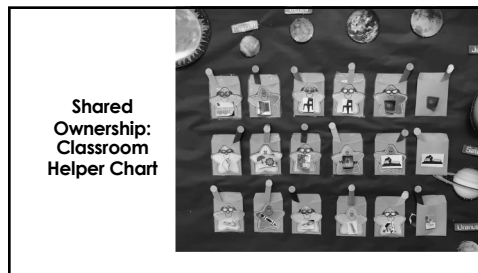
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18

Classroom Greeter



19

Solution Helper



20

From Classroom Jobs to Classroom Helpers

Classroom Jobs

→

Classroom Helpers

- What are traditional classroom jobs we can reframe?
- Use the following considerations for classroom helpers:
 - Important and relevant to the classroom
 - Represent a range of skills such that all children can be involved
 - Create opportunities to practice social-emotional skills
 - Develop a sense of responsibility to the classroom community


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Classroom Helpers

Kindness Helper	Table Helper	Snack Helper
Circle Helper	Plant/Critter Helper	Check-in Helper
New Friend Helper	Kindness Helper	Recycling Helper

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Reflection: Group Identity




- Review your sticky notes about feeling a part of a group
- Which of those have we addressed with the ideas of group identity and shared ownership?

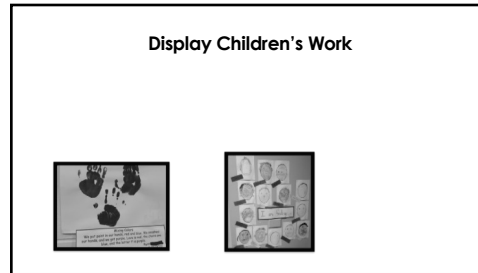
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Group Members See Themselves in and Learn from the Environment

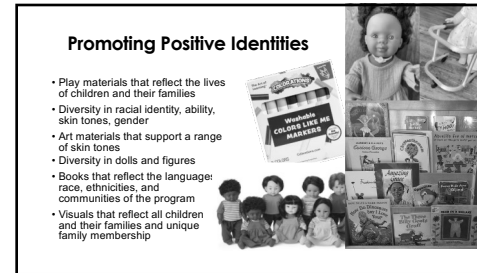
- Design the classroom to include representation of:
 - Children
 - Families
 - Community
- Display children's work
- Include documentation of family activities in the classroom so children can learn about each others' families



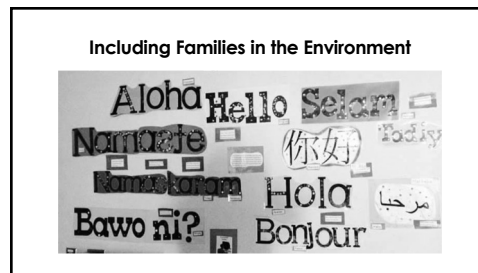
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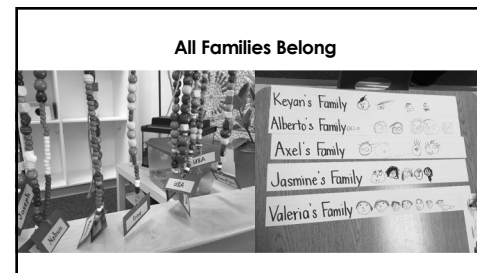
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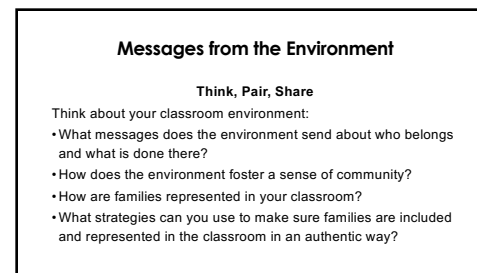
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Reflection: Representation




- Review your sticky notes about feeling a part of a group
- Which of those have we addressed with the ideas of representing members in the environment?

31

Creating a Culture of Kindness

- Structure the environment to support being helpful and kind:
 - Caring for the classroom environment
 - Build into activities (e.g., buddy play, think pair share)
- Teach the language of kindness
- Engage children in generating ideas for being kind at school, at home and in the community




32

Recognize Acts of Kindness

- Develop a plan for recognizing each and every child
 - Be intentional about how and when children want to be recognized
- Involve families and other adults
 - Comment on the kindness of those who help in your classroom and school
 - Send home notes about how the child is kind at school
 - Send home blank notes that families can use to communicate how their child is kind at home

33


Celebrations of Kindness



34

Guiding Children to Reflect on Kindness


- What did you do to be kind today?
- Who was kind to you today?
- Who did you see being kind today?
- Who else in our school was kind to our class today?



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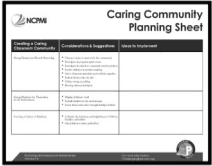
Reflection: Kindness

- Review your sticky notes about feeling a part of a group.
- Which of those have we addressed with the ideas of creating a culture of kindness?




36

Caring Community Planning



Caring Community Planning Sheet

Community Goal	Community's Strengths	Needs to Address



37

Relationships with Children




38

Why Are Teacher-Child Relationships Important?



39


What Do Children Learn from Relationships with the Adults in Their Lives?



40

Investing in Relationships


- Metaphor of "Emotional Bank" used in counseling literature (Gottman, 1998) and business psychology (Covey, 1989)
- Invest in the relationship by making "deposits"
- Deposits are strategies we use to build connections with children



41


Activity: Identify Deposits

- Identify a child.
- Write one example of how you can make a deposit with a child on a sticky note
- Each group will post 5 examples for deposits.



42

Discussion: Making Deposits with Some Children

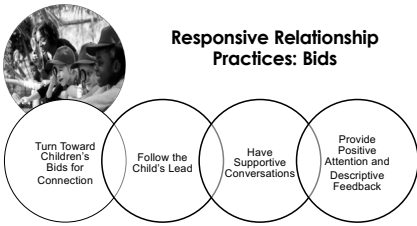


How do your deposits change when the child:

- Does not respond to your attention?
- Is nonverbal?
- Relies on others for mobility?
- Has behaviors that push your buttons?

43

Responsive Relationship Practices: Bids



44

Children's Bids for Connection




45

When You "Turn Towards" a Bid for Connection, What Do You Communicate to the Child?




46

What Might Impact How Children Make Bids for Connection?




47

What Impacts Whether Adults Turn Toward Bids?



The adult is doing something else

- Child, "Look at my picture"
- Teacher, "Uh huh" while reading to another child.



The adults perceives the child's behavior to be challenging

- Child, "Look at my picture."
- Teacher frowns, "You were not supposed to use the paint today!"

48

Activity: Responding in a Way that Creates Connections with Children

Use the examples to answer these questions

- How might you turn toward the child?
- How do you find out more about how to support the child?

Then think of a personal example

- How might you turn toward a child or find out more when a child's bids are challenging to you?
- What if you cannot turn toward the child, what might you do to still communicate that you saw or heard the child?

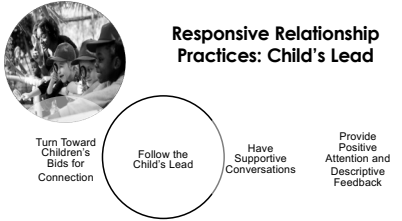
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Be Intentional in How You Respond to Children's Bids



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Responsive Relationship Practices: Child's Lead



51

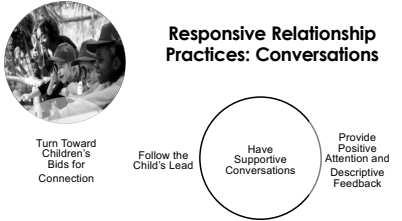
Following the Child's Lead

- How and when do you do it?
- What is the message to children?
- What do you need to know about the child to be able to follow their lead?
- How do you learn this?




52

Responsive Relationship Practices: Conversations




53

Supportive Conversations



54

Take a Look: Supportive Conversations



55


Supporting Children's Conversations When They Notice Differences

The way we talk to children matters!
What children see you do or hear you say will set an example.



56

Teach Children It's Okay to Ask Questions



You overhear a child pointing out something they notice about another classmate, "Why do they wear glasses?"


How would you respond?

Derman-Sparks, Edwards, & Goin, 2020

57

Guidelines for Clarifying Conversations

- Find out what children think.
- Tell the truth.
- State the justice issue.
- Speak your values.



Derman-Sparks, Edwards, & Goin, 2020

58


Having Clarifying Conversations with Children About Race



What are some practices that you can use in conversations with children?

59

Responsive Relationship Practices: Feedback



- Turn Toward Children's Bids for Connection
- Follow the Child's Lead
- Have Supportive Conversations
- Provide Positive Attention and Descriptive Feedback

60

Using Positive Descriptive Feedback and Encouragement: 4 Principles

1. Focus on positive/appropriate behavior
2. Acknowledge effort
3. Descriptive—Say what you see
4. Convey with enthusiasm

"Wow! Diego shared his cars with Logan! He is being a kind friend!"

"You are really focused on that puzzle! You are a problem solver!"

"Layla, you put the toys in the bin! You are being such a helper!"

61

Recommendations and Considerations for Positive Descriptive Feedback

62

Building Relationships with Children Whose Behavior is Challenging

What happens when I am implementing the relationship practices but do not feel connected to an individual child?

63

Banking Time

- Banking Time (BT) focuses on building the teacher-child relationship through supportive interactions (Pianta & Hamre, 2001)
- Set aside time for a one-on-one interaction with the child 2-3 times per week
- Spend 10-15 minutes using Banking Time Strategies

Resources for implementing Banking Time: <https://ececresourcehub.org/ece-resource-hub/strategy-library/banking-time/>

64

Banking Time Strategies During 1:1 Interactions with a Child

Follow the child's lead in play	Use helping statements	Narrate the child's play
Describe child and adult emotions	Ask open-ended questions	

65

Reflection: Building Relationships

Think about a child who you have a hard time building a relationship with.

Talk with a partner about:

What about it felt challenging to you?	How might Banking Time strategies help build that relationship?
--	---

66

**Questions:
Responsive
Relationships**



67

Building Relationships Among Children



68

Why Promote Peer Relationships?

When children are reported to have better social skills such as sharing, cooperating, and helping other children, they are:

- More likely to graduate from high school on time
- More likely to get a college degree and have a full-time job
- Less likely to be arrested, engage in substance abuse, or be on a waiting list for public housing

Jones, Greenberg, & Crowley, (2015)

69


**Planning to
Promote Peer
Relationships**



70


**Designing the Classroom to
Promote Peer Relationships**

- Materials
- Daily routines
- Opportunities in play
- Opportunities for conversations
- Working together
- Promoting anti-bias practice



71

Materials




What type of toys and materials in the classroom foster connections between children?

What type of toys or equipment outside foster connections between children?

72

Opportunities for Relationship Building



Cooperative art	Buddy center activities
Carrying cots together	Clean up partners
Walking partners	



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Promoting Interactions with Think, Pair, Share

Prepare questions	Teach during group
Practice throughout the day	Provide extra support when needed

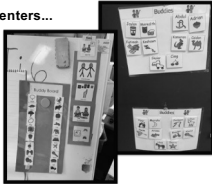



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Opportunities in Play: Buddy Time

At the beginning of learning centers...

- Pair with your buddy
- Choose a learning center
- Play with your buddy
 - Set a timer for 10-15 minutes
- When the timer goes off, stay with your buddy or play with other friends



75

Opportunities in Play: Themes that Promote Interactions

- Party
- Post Office
- Science Lab
- Camping
- Picnic
- Space/Astronaut
- Ice Cream Shop
- Library
- Construction Site
- Veterinarian
- Restaurant/Food Cart/Food Truck



76

Opportunities in Play: Scaffolding Peer Interactions

When joining in play, are your conversations just with individual children or are you bridging their interactions with peers?

When you join play, is the focus on you or do you help children focus on each other and the play theme?

What strategies do you use to help children who have difficulty connecting with peers in play?

77

Opportunities in Play: What Are We Teaching Children to Understand and Do?

Scenario 1	Scenario 2	Scenario 3
Child says: "He cannot play at the water table. He's in a wheelchair and it would get all wet."	Child says: "There are no girls allowed. Girls can't play in the construction area."	Child says: "There are only dresses in the dress-up clothes. You have to be a princess!"

78

What if You Can't Think of What to Say?

"This is really important, and I need to think about how we can talk about it."

"I'm not sure what words to use right now, but I am going to ask Jamal to help me, and we will talk about this tomorrow."

"Let's go ask Chitra to help us think about this..."

NAEYC – Anti-Bias Education for Young Children and Ourselves (Derman-Sparks & Edwards, 2020)

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Peer Interactions and Anti-Bias Principles: Same and Different

80

Activity: Reflect and Plan

What activities or routines can you use to promote peer to peer interactions?

What changes do you want to make in how you respond to children's actions, questions, or conversations related to identities and differences?

What activities might you include to help children understand diversity and differences?

81

Questions: Relationships Between Children

82

Relationships with Families

83

Partnering with Families


- Foundation for success
- Embedded throughout the Pyramid Model

84

The Power of Relationships

"I've never seen a case where a child was expelled or suspended from a childcare or preschool setting when the parents and teachers knew and liked each other. Not once."

Walter Gilliam, 2016



85

The Benefits of Building Relationships with Families

When there is a focus on **safety, caring, respect, encouragement,** and trust, we...

- Focus on the family's capacity to support their children
- Support children's social-emotional growth and development
- Create a partnership that provides a context for addressing challenges that might arise
- Build a foundation for families to have positive experiences with school

National Center on Parent, Family, and Communication Engagement

86

Focus on Engagement




"Strong family engagement in early childhood systems and programs is central—not supplemental—to promoting children's healthy intellectual, physical, and social-emotional development."

U.S. Department of Health and Human Services and U.S. Department of Education, 2016

87

Strength-Based Approach



- Acknowledge strength of families first
- Approach families as equal and reciprocal partners
- Respect and learn from families
- Demonstrate openness to family preferences
- Share in decision-making

Division for Early Childhood, 2014; NAEYC, 2009





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Strategies for Developing Relationships

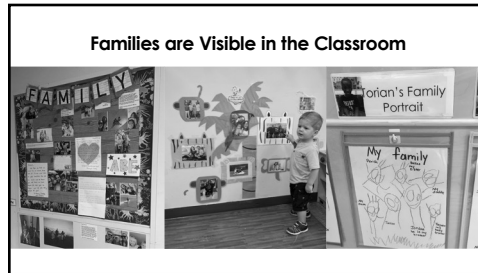
- Create a welcoming and supportive environment where families are represented in the classroom
- Offer informal and formal opportunities to participate in the classroom
- Provide information about what's occurring in the classroom
- Establish and maintain frequent, two-way communication with families
- Share celebrations and successes with families
- Partner with families:
 - Develop strategies to support children at home
 - Provide resources, including community resources

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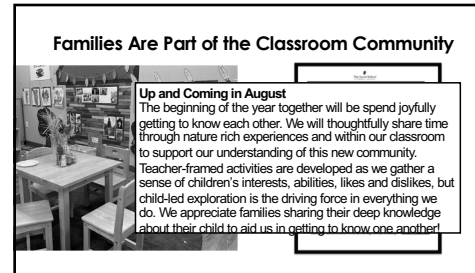
Making Connections with EACH Family

			
Options for family members to engage in classroom in ways that work for them	Family has opportunity to share goals	Family culture and identity is affirmed	Communicate using preferred modes of family

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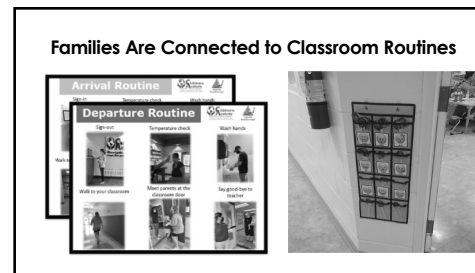
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Family Participation in the Classroom

In the classroom:	Outside of the classroom:
<ul style="list-style-type: none"> • Read a book to the class • Play with children in centers • Share about your job, family rituals, or talents • Help with special events 	<ul style="list-style-type: none"> • Read a book with your child • Make items for classroom bulletin board at home • Donate items for classroom activity • Check out a backpack and practice strategies • Collect materials for new dramatic play center

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Including Each Family: Think-Pair-Share

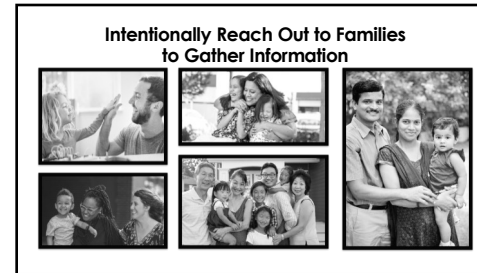
<ul style="list-style-type: none"> • Adoptive families • LGBTQ families • Biracial or multiracial families • Immigrant families • Blended families • Migrant families • Co-custody • Multigenerational families 	<ul style="list-style-type: none"> • Conditionally separated families • Nuclear families • Extended families • Single-parent families • Foster families • Transnational families • Grandparent custody families
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Derman-Sparks, L., Edwards, J. G., & National Association for the Education of Young Children. (2020). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.

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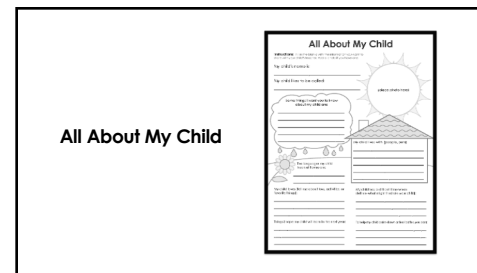
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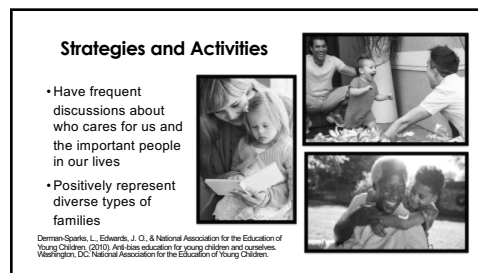
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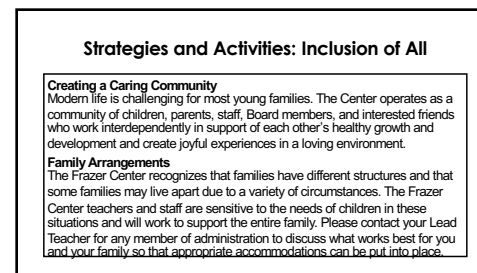
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Activity: Our Words Have Impact

What can we say instead?

"Take this home to your mom. She is going to love your painting."

"Your mommies and daddies will be coming to the open house tonight. I cannot wait to meet them!"

"I know you miss your parents when you are at school. But remember, moms and dads always come back for us."

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Activity: Our Words Have Impact (cont.)

What can we say instead?

"Her uncle used to live with her family, and she was very close to him. Did you know he is in jail? I heard she has not seen him in over a year. It explains so much."

"She has two moms. What are we going to do for Donuts with Dads?"

"His granny brings him to school, and she is always in a rush. She is always dropping him off late and he is the last one here every day. I feel sorry for him."

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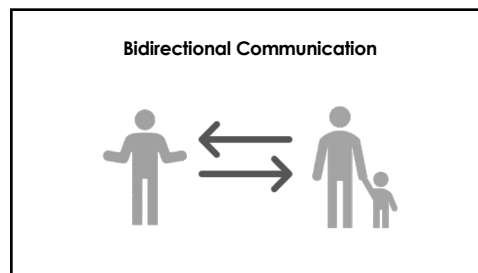


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Turn Towards Families

- Honor how families want to connect
- Notice how families make bids:
 - How do they initiate interactions?
 - Are they reaching out in ways we don't notice?
 - Which families receive more of your time and attention?

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Multiple Ways to Check In and Share

- One Way Communication
 - Newsletters
 - Notes home
 - Family bulletin board
- Bidirectional Communication
 - Face-to-face interaction
 - Email
 - Phone
 - Text
 - Home/Classroom notebook
 - Communication App

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**Resource:
Communicating with Families**



The poster features the NCPMI logo and a photo of a family. It includes the title 'Communicative with Families: Helpful Suggestions' and a list of ways to communicate with families: In-person, Paper, and Online. It also lists various communication methods like phone, email, and social media.

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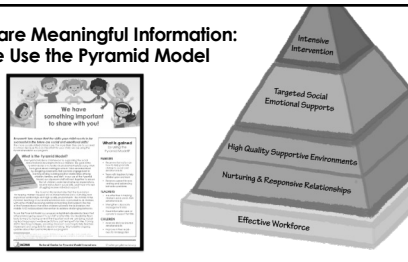
Ongoing Communication



The screenshot shows a digital board with the title 'P.B.S. News...'. It features a 'Skill of the Month: Collecting Play' section and a 'Backpack Series' section. The board is decorated with various icons and text boxes.

110


**Share Meaningful Information:
We Use the Pyramid Model**



The diagram shows a pyramid with five levels: Effective Workforce, Nurturing & Responsive Relationships, High Quality Supportive Environments, Targeted Social Emotional Supports, and Intensive Intervention. To the left is a flyer titled 'We have something important to share with you!'.

111

**Share Meaningful Information and
Connect It to School**




The image shows three flyers with photos of children and text. The first flyer is titled 'We are KID at Home', the second is 'عن لقاء في المنزل', and the third is 'Dress Rehearsal at Maestros Club'.

112

**Share Meaningful Information:
Teaching Social Skills**

Dear Lady Bug Families,
We had a great week even though rain kept us indoors for much of it. Next week, we will have a visit from firefighters who will talk about fire safety (great information related to our expectation for "We are Safe"). We will be reading the book "Meesha Makes Friends" and talking about what it means to be a friend. We hope that you will also talk with your child about friendship at home. On Monday, we will send you some ideas for what you might ask your child.

Have a great weekend,
The Ladybug Team



113


Provide Validation and Affirmation

"I notice how excited you are when you pick up Talia at the end of the day. It is really fun to watch the two of you!"

"I saw that you and Jackson looked at the visual schedule together. It seems to be really helping them know what to expect at drop-off. Thanks for taking the time to do this in the morning."

114

Activity: Connections with Families



- Reflect on ideas that were shared.
- Think of two new ways to make connections with families.
- Make sure one idea involves bidirectional communication.
- Share ideas with a partner.

115

Ideas for Connecting

- Family bulletin board
- Closed social media group
- Classroom apps
- Print materials
- Family events
- Home visits
- Links to electronic resources
- Group text messages
- Group emails
- Classroom observations and volunteering activities
- Daily sheet/notebook
- Individual meetings
- Positive notes to families

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Meaningful Conversations


- Open communication
- Families feel safe
- Share information in preferred ways



Hardy & Schvitz 2020

117


Families Might...



- Have a question or concern
- Need help navigating circumstances
- Ask you for suggestions or resources around a concern







118

Promote Pyramid Model Practices at Home




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Supporting Families to Implement Strategies at Home

 Ask families what they need help with to support their child	 Send home materials related to classroom activities
 Affirm home language and translate materials when possible	 Offer support in a variety of ways
 Share excitement about the skills their children are learning	 Follow up with families

120

Seek Input and Include Families in Decision Making



- What new emotion do you want your child to learn (e.g., disappointed or worried)?
- What friendship skills do you want your child to learn (e.g., taking turns or asking a friend to play)?
- What strategies might you need help with at home?
- Other Ideas?

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Make It Meaningful

Before sending a Pyramid Model resource or material home with families, can you answer **yes** to **at least one** of these?

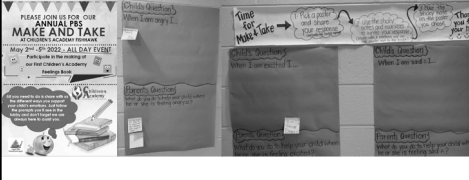
Did the family request it?

Is it related to classroom instruction or child need?

Will it help the family provide additional support to their child?

122

Material Related to Classroom Activities



123



Making Materials to Use at Home

What if a family cannot attend the event?




124

Classroom Lending Library

125

Ideas of Materials and Resources to Share with Families



126

Recognizing Emotions

- Teaching Emotions: Activity Ideas for Families
- Feeling Check-in Charts and Templates
- Feeling Cards
- Feeling Wheel

127

Emotional Regulation: Tucker Turtle

- School and Home Versions
- Social Story
- Turtle Technique Cards
- Song and Finger Pay

128

Emotional Regulation: Calm Down

- Taking a Break: Using a Calm Down Area at Home
- Help Us Calm Down: Strategies for Children
- Help Us Stay Calm, Infographic
- Relaxation Thermometer
- Breathing Strategies

129

Problem-Solving Skills

- School and Home Versions
- Social Story
- Problem-Solving Steps
- Solution Kit
- Positive Feedback Notes

130

Family Engagement

- Help Us Have a Good Day! Positive Strategies for Families (Infographic)
- Help Us Stay Calm (Infographic)
- Communicating with Families: Helpful Suggestions

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Making Life Easier

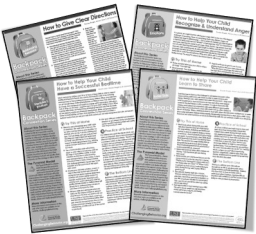
- Bedtime & Naptime
- Diapering
- Doctor/Dentist Visits
- Holiday Strategies
- Running Errands

132

Backpack Connections

Topics:

- Addressing Behavior
- Emotions
- Schedules and Routines
- Social Skills




133

Articles for Families



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Activity: Making Deposits with Families



- How do you make deposits with each and every family?
- Are you connected to each family?
- Is each family represented in your classroom?
- How do families know what is happening in the classroom each day?
- How do you know what is happening at home and how it might affect the child you teach?
- Do families have information from you for promoting their child's social-emotional development at home? Behavior?

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Questions: Relationships with Families



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Relationships with Colleagues



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Why Are Collaborative Relationships with Colleagues Important?

- Leads to the development of and agreement on a **shared purpose**
- Each team member commits to **personal responsibility**
- Strong partnerships, built through relationship building and effective, respectful communication methods are nourished
- **Trust** is earned and becomes a foundation for how the team operates

We can accomplish so much more for the children in our classroom when we work together!

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Making Connections with Colleagues

Plan ways for team to get to know each other

Show kindness towards team members

Develop child guidance principles


Define roles, responsibilities, and efficient classroom procedures

Actively work to understand how culture and experience shape relationships and communication styles

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Team

Who is part of your "team"?



- Teachers
- Assistants
- Floaters or substitute teachers
- Therapists
- Volunteers
- School staff (e.g., custodial staff, kitchen staff, bus driver)
- Administration


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Knowing Your Team



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Getting to Know You Form



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Valuing All Team Members

- Recognize effort and work
- Ask for input and support
- Acknowledge knowledge and experiences
- Communicate all team roles to children and families




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Show Kindness: Model with your Team the Quality of Interactions You Want Children to Use with Each Other!




Use warm and caring language




Use each other's names




Provide directions in a friendly tone



Maintain low and calm voice

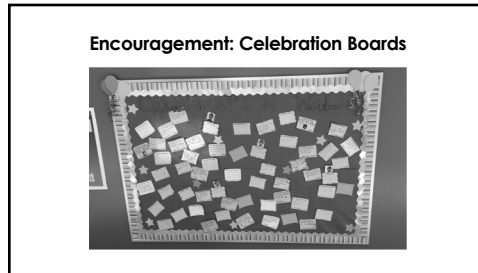


Give encouragement



Use language that implies teamwork

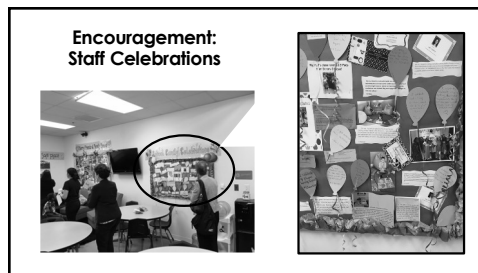
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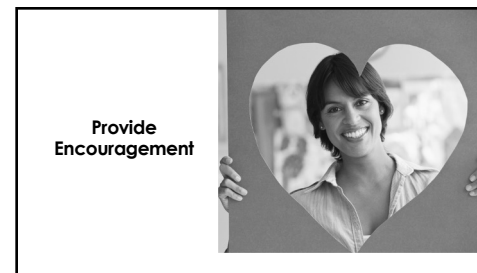
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Activity: Providing Positive Descriptive Feedback to Colleagues


- Practice developing positive descriptive feedback statements for colleagues
- For each of the following scenarios, write down a note of encouragement or feedback statement that you could share in the classroom
- Think of ideas you would want children to hear



Adapted from NCQTL

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Scenario 1




A group of children is playing independently in the block center. The teacher, Maria, sits down with the children and encourages the children to play together, frequently commenting on how well the children are sharing the blocks.

Adapted from NCOTL

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Scenario 2




During a music and movement activity, you realize you do not have the instruments you need. Mr. Troy gets them from the cupboard and helps you pass them out.

Adapted from NCOTL

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Scenario 3


Think of a recent time when things were going well in the classroom or a time when someone did something that helped you out. What could have you said in the moment?







Adapted from NCOTL

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Enhancing Team Communication



	Consider cultural and communication norms
	Survey the team
	Establish norms
	Follow through on norms

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Norms





Develop guidelines or ground rules for how to work together in your setting (e.g., classroom, in meetings)

Help teams function efficiently	Help manage conflict, if it arises	Ensure accountability
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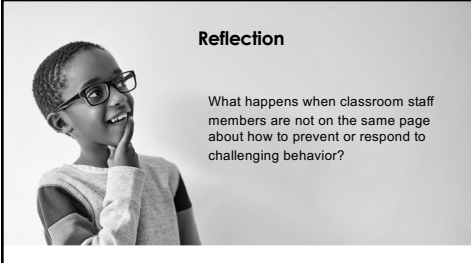
Example Norms

CLASSROOM 3
TEAM MEETING
NORMS

 Honor the agenda and time limits	 Keep a positive tone
 Follow through on assigned tasks	 Make sure everyone's voice is heard

WE ARE KIND WE ARE RESPECTFUL

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Reflection

What happens when classroom staff members are not on the same page about how to prevent or respond to challenging behavior?

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Articulated Child Guidance Principles

Ideas to Include:

- Core values that guide classroom approach
- How team members can:
 - Interact with each other
 - Respect one another
 - Work together and offer support (e.g., release roles when feeling stressed)
- Reminders to stay calm
- Reminders of plans in place (individual or classroom plans)

• When challenging behavior occurs in our classroom, what do we agree to do?

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Sample Classroom Guidance Principles

- Remain calm in an effort to counteract any chaos that might occur as a result of the challenging behavior.
- Deliver positive attention to the child after the challenging behavior ceases.
- Seek to understand what skills the child needs to learn.

Unpacking the Pyramid Model, p. 31

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Understand How You Want to Work Collaboratively



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Activity: Working Collaboratively

- Review the Classroom Collaboration Workstyle Discussion Guide
- Take 5 minutes to complete the survey
- Reflect:
 - How would you use this survey with colleagues?
 - What benefit might it bring to your classroom?



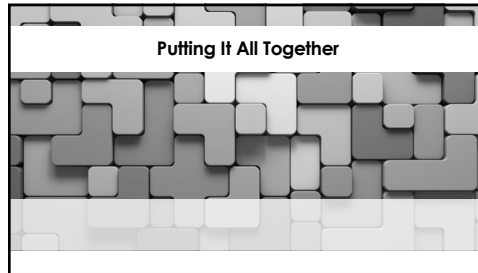
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Activity: Making Deposits with Your Team



- Taking the information from today's session, how will you:
 - make deposits with your classroom team?
 - acknowledge their efforts?
 - share in decision-making?
 - celebrate things that are going well?

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Step 1: Locate

- Take out your cell phone or device
- Go to your photos
- Find a picture of a person or a group of people that you care about
- Reflect a moment:
 - How does this person make you feel?
 - What about this relationship is so special?

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Step 2: Share

- Turn to a partner
- Share the picture if you are comfortable
- Describe the emotion you feel when you look at the picture
- Share one characteristic of this relationship that makes it special

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Step 3: Reflect on Your Relationships

How can we help children and families feel this same way?

 Affirmed	 Supported
 Valued	 Connected

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Pyramid Model Practice Reflection

Pyramid Practices Checklist: Responsive Relationships

- Reflect on what we have discussed
- Make notes about practices or strategies you want to use or guide your teachers to use

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Questions

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Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

