

Strengthening Relationships with Children, Families and Colleagues



Course Overview

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Participants will share, discuss and implement best practices that can be used to develop and strengthen relationships with children, families and colleagues.

They will leave with a different level of awareness of how their own experiences, temperament and backgrounds influence the relationships they have or want to build with children, families and colleagues.

In addition, they will reflect on their feelings about parent participation in their program and leave with ideas on ways to build a stronger home- school connection in their own program.

This is a required course for Pre K Counts teachers, but is open to all. Pre K Counts teachers will be given priority if the session is over-enrolled.

Length of Course

6 hours – Can be delivered in one 6 hour session or two 3 hour sessions

Learning Objectives

As a result of this course, participants will:

- Gain a greater awareness of how personal experiences, background and temperament influence the relationships with children, families and colleagues.
- Reflect on personal views about family participation/involvement and leave with multiple strategies to build and strengthen the home-school connection.
- Establish how teachers can create culturally sensitive practices that are sensitive to the individual needs of the children and families they serve.
- Develop an action plan based upon practical tools that will strengthen the relationships within the work environment, while promoting both personal and program growth and improvement

Knowledge Area

Communication

Core Knowledge

Competency Level C2

Core Knowledge Competencies

Define communication as a process in which verbal and non-verbal messages are sent and received to facilitate the development of positive relationships between and among staff, children, families and community members.

K5 1 C1

Use communication as a process in which verbal and non-verbal messages are sent received processed and perceived as the basis for facilitating ongoing relationships between and among staff, children, families and community members.

K5 1 C2

Define the ways in which the environment (physical, temporal, human/nurturing) communicates positive messages of acceptance, warmth, and comfort to children, families, and professionals.
K5 4 C1

Modify the environment to communicate positive messages of acceptance, warmth, and comfort to children, families, and professionals.
K5 4 C2

Design strategies for evaluating the environment to determine the degree to which the environment successfully communicates positive messages of acceptance, warmth, and comfort to children, families, and professionals.
K5 4 C3

Target Audience

EC and SACC Practitioners

Presentation Techniques

Pair and Share, small group activities, large group discussion, role playing and Talking Points

Materials

Projector, computer, chart paper, markers, tape, PowerPoint, handouts
Participant Packets
On-line access to CSEFEL if possible

Handouts:

Handout #1: Strengthening Relationships with Children, Families and Colleagues Overview
Handout #2: Strengthening Relationships with Children, Families and Colleagues Power Point
Handout #3: Social Emotional Pyramid
Handout #4: Which Muppet Are You?
Handout #5: Stages of Cultural Competence
Handout #6: Relationships with Children Piggy Bank
Handout #7: Your Temperament Assessment Scale and Chart
Handout #8: Temperament Assessment Scale for Children
Handout #9: Supporting the Temperaments in My Group
Handout #10: Relationships with Families Piggy Bank
Handout #11: How Well Do You Know Your Families?
Handout #12: Dealing with Misunderstandings
Handout #13: Relationships with Colleagues Piggy Bank
Handout #14: Pathway to Team
Handout #15: Team Development Chart
Handout #16: Action Plan



Activity



Talking Points



Notes



Materials

Resources:

Books

- Delpit, L. 2006. *Other People's Children: Cultural Conflict in the Classroom*. W.W. Norton and Company.
- Diffily, D., & Morrison, K. 1996. *Family-Friendly Communication for Early Childhood Programs*. Washington, DC: NAEYC.
- Dodge, D.T., Colker, L.J., & Heroman, C. 2002. *The Creative Curriculum for Preschool (4th Edition)*. Washington, DC: Teaching Strategies, Inc.
- Gardner, Howard (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books, New York.
- Gollnick, D., Chinn, P. 2002. *Multicultural Education in a Pluralistic Society*. Sixth Edition, Merrill Prentice Hall.
- Gonzalez-Mena, J. 2009. *50 Strategies for Communicating and Working with Diverse Families (2nd Edition)*. Prentice Hall.
- Gonzalez-Mena, J. 2011. *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education*. McGraw-Hill Humanities/Social Sciences/Languages.
- Keyser, Janice. 2006. *From Parents to Partners: Building a Family-Centered Early Childhood Program*. St Paul, MN: Redleaf Press.
- Koralek, D. 2006. *Spotlight on Young Children and Families*. Washington, DC: National Association for the Education of Young Children.
- Powers, Julie. 2005. *Parent Friendly Early Learning: Tips and Strategies for Working Well with Families*. St. Paul, MN: Redleaf Press.
- Rogers, F. 2002. *The Mister Rogers Parenting Book: Helping to Understand Your Young Child*. Philadelphia: Running Press.
- NAEYC. 2009. *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education*.

Articles

- Christian, L.G. 2006. *Understanding Families: Applying Family Systems Theory to Early Childhood Practice*. *Young Children* 61 (1): 4-11.
- Eldridge, D. 2001. *Parent Involvement: It's Worth the Effort*. *Young Children* 56 (4): 65-69.
- Gadzikowski, A. 2003. *It's the Little Things That Count: How We Welcome Families to Our Full-Day Preschool Program*. *Young Children* 58 (4): 94-95.
- Henderson, A.T., & K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family & Community Connections with Schools.
- Hine, C. 2008. *Developing Multiple Intelligences in Young Children*. Early Childhood News. www.earlychildhoodnews.org.
- Kaczmarek, L.A. 2006. *A Team Approach: Supporting Families of Children with Disabilities in Inclusive Programs*. *Young Children* 61 (1): 28-37.
- Kersey, K. & Masterson, M. 2009. *Teachers Connecting with Families – In the Best Interest of the Children*. *Young Children* 64 (5): 34-39.
- Koch, P.K., & M. McDonough. 1999. *Improving Parent-Teacher Conferences Through Collaborative Conversations*. *Young Children* 54 (2): 11-15.
- Lahman, M.K., & P. Soyeon. 2004. *Understanding Children from Diverse Cultures: Bridging Perspectives of Parents and Teachers*. *International Journal of Early Years Education* 12 (2): 131-42.
- Mangione, P. L. 1995. *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*: 42-44. Sacramento, CA: California Department of Education.

Mitchell, S., Foulger, T., & Wetzel, K. 2009. *Ten Tips for Involving Families Through Internet-Based Communication*. Young Children 64 (5): 46 – 49

Raikes, H.H., & Edward, C.P. 2009. *Staying in Step: Supporting Relationships with Families*. Young Children 64 (5): 50-55.

Various Authors. 2009. *11x Welcome Children and Families to Your Classroom*. Teaching Young Children 2 (5): 6 – 7

Various Authors. 2009. *More Than a Letter Home: Activities to Send Home Before the Year Begins*. Teaching Young Children 2 (5)

Websites

Center on School, Family, and Community Partnerships: www.csos.jhu.edu/p2000/center.htm

Early Years Are Learning Years: www.naeyc.org/ece/eyly

Especially for Parents: www.ed.gov/parents/landing.jhtml?src=fp

National Coalition for Parent Involvement in Education: www.ncpie.org

Parent Involvement in Children's Education: Efforts by Public Elementary Schools:
<http://nces.ed.gov/surveys/frss/publications/98032>

Parents as Teachers: www.parentsasteachers.org

Zero to Three's: www.zerotothree.org/ztt_parentAZ.html

The Program for Infant-Toddler Care: www.pitc.org/index.csp

Center on the Social and Emotional Foundations for Early Learning: www.csefel.vanderbilt.edu

Standards Aligned System (SAS): <http://pdesas.org>

Center for the Study of Social Policy: www.strengtheningfamilies.net

GALLERY WALK

Welcome! Please take a moment to walk around the room and respond to the statements/questions by placing an x under true or false, and make a comment that supports your response.



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During this time greet and welcome each person as they arrive, introduce yourself

GALLERY WALK - (complete as they sign in/will discuss later)

The Gallery Walk is to be used as the participants arrive or as a transition to and from the break.

It is designed as “food for thought” to raise awareness and uncover potential bias in two areas: parent involvement as a part of the Home-School connection and staff interaction as a part of the classroom staff connection.



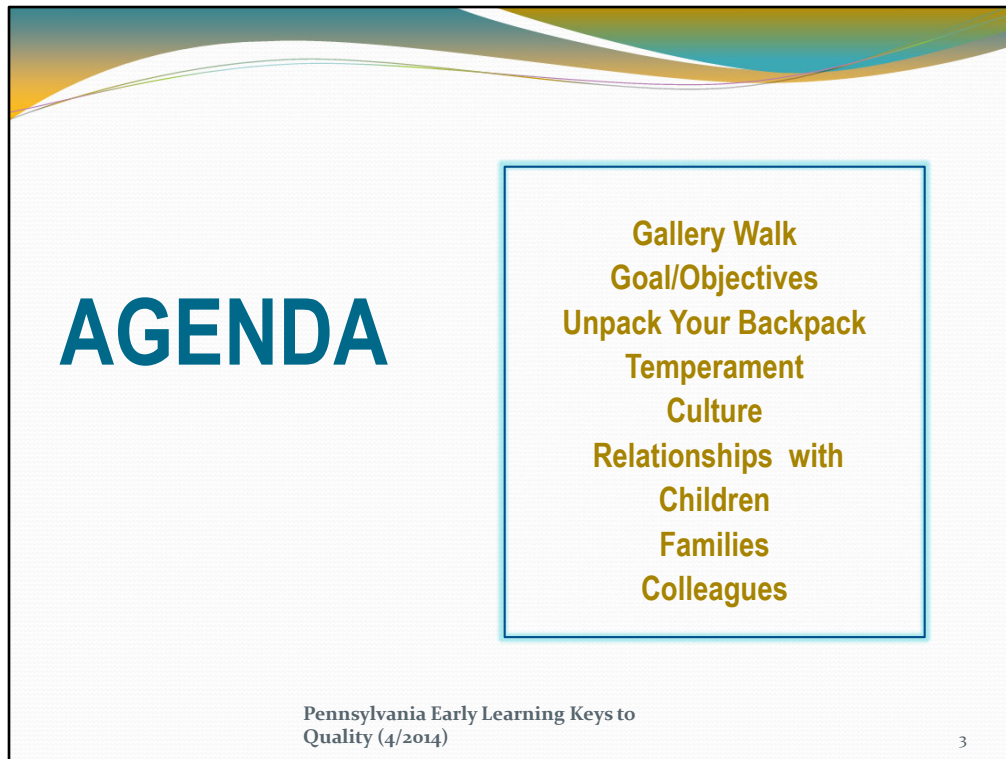
Intro to Workshop/Presenters - 5 minutes

Welcome and Introduction of trainer and participants

Go over logistics for day – where bathrooms are, when lunch break, no formal AM break, but take as needed during activities, collection of evaluations at end w/course code issued

Ask participants to give their names and what motivated them to attend

Ask for volunteers for the fishbowl activity – you can distribute the fish bowl scenarios at this time. Ask them not to share their information with anyone else, including the other “actors”.



Briefly review the agenda.

Gallery Walk – you responded to some statements and we will look over those later today.

Goal/Objectives – we will look at the focus of the session in the Goal and Objectives

Unpacking your Baggage – we will look at the diversity in our group

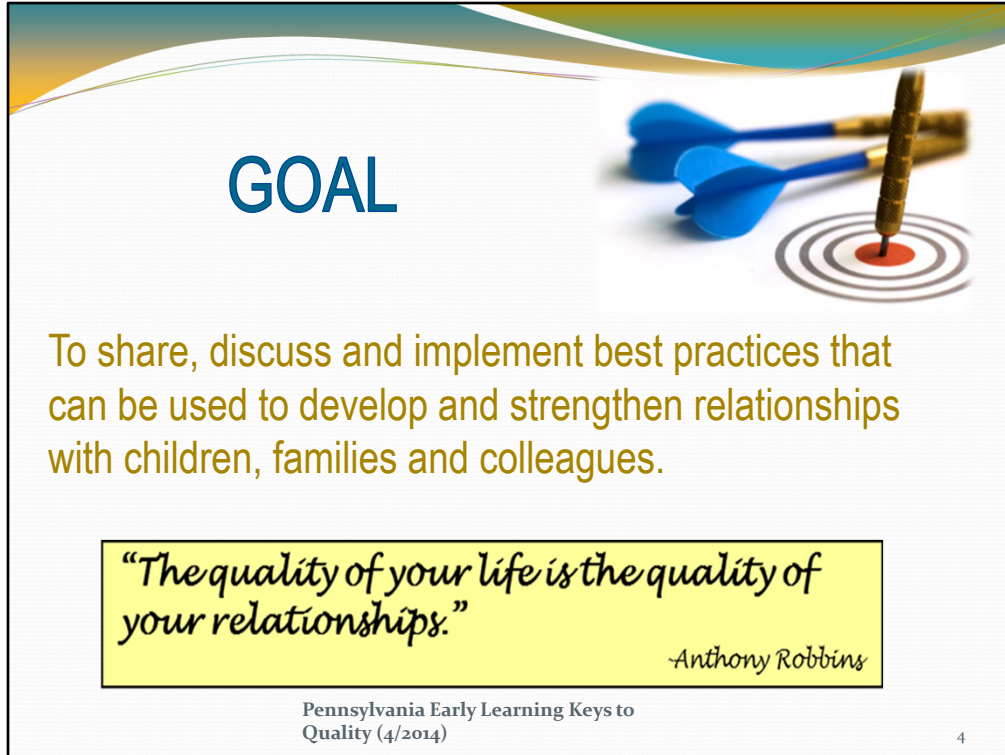
Temperament – We will look at how temperament can hinder and support our relationships with children, families and colleagues

Culture– We are going to identify what cultural sensitivity and cultural competence are and strategies to help us feel better about ourselves with these topics.

Relationships with Children/Families/Colleagues – The second half of the session we will look at how those previous topics effect our relationships with children, families and colleagues and strategies to grow positive relationships.

Are there any questions?

So let's get started.



GOAL

To share, discuss and implement best practices that can be used to develop and strengthen relationships with children, families and colleagues.

"The quality of your life is the quality of your relationships."

Anthony Robbins

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During this session we will share and discuss various situations that may have affected our relationships in both positive and negative ways. It is our intention to provide you with multiple strategies and tools that you can take back to your individual programs and classrooms, and implement right away. We are hopeful that if just one thing is said or done during this PD that will enable you to build/strengthen the relationships you encounter it will ultimately impact your overall quality of life.

OBJECTIVES

The participants will:

- **Gain a greater awareness of how personal experiences, background and temperament influence the relationships with families, children and colleagues.**
- **Reflect on personal views about family participation/involvement, and leave with multiple strategies to build and strengthen the home-school connection.**

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Review each objective and discuss how this session could bring to mind both pleasant and/or unpleasant situations that they may have encountered with children, families and colleagues. Assure the audience that it is a “safe zone” and that they should express themselves freely.

OBJECTIVES cont.

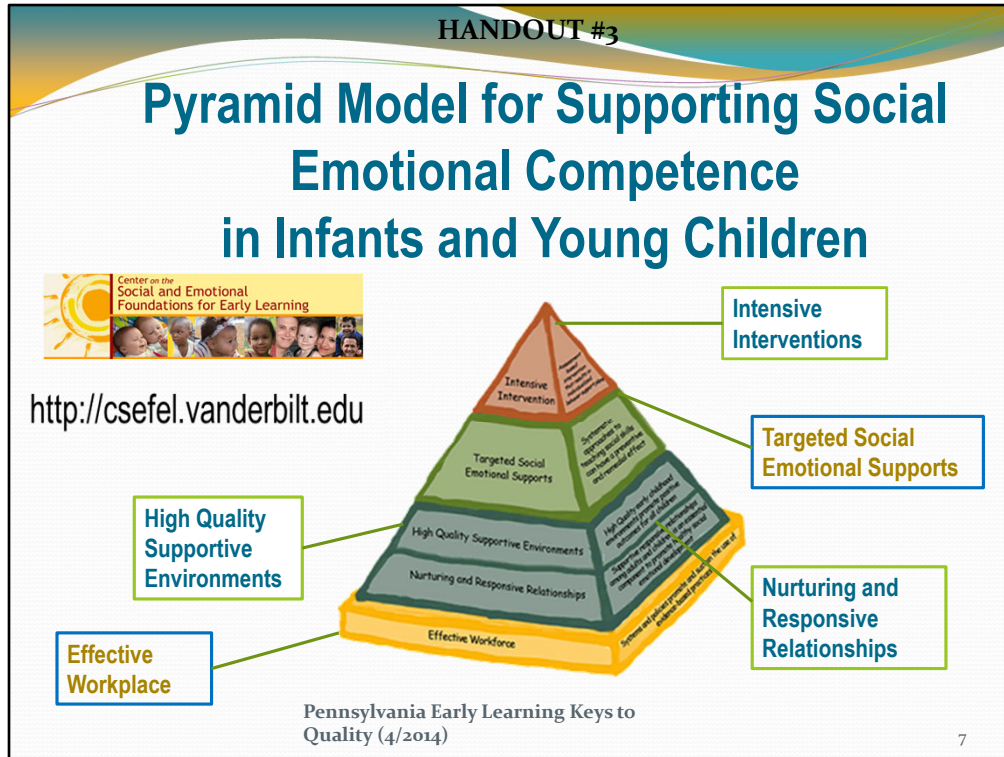
- **To establish how teachers can create culturally sensitive practices that are sensitive to the individual needs of the children and families they serve.**
- **Develop an action plan based upon practical tools that will strengthen the relationships within the work environment, while promoting both personal and program growth and improvement**

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We will examine how cultural sensitivity and competency impacts relationships.

We will also begin the development of a plan that will enable you to implement the strategies and tools discussed during the session based upon the needs of the children and families that you serve.



HANDOUT #3

Are you familiar with social emotional pyramid?

Lecture

Research has shown that “strong teacher-child relationships and quality classroom practices are related to higher social skills, such as completing tasks and interacting positively with peers”.(IMS, HS, 2008)

Notice where Relationships fits into this pyramid. It lays the foundation for so much of our work. Efforts toward strengthening relationships with children, families and colleagues lay the foundation for so much of our work with children. It is an essential component to promote healthy social emotional development.

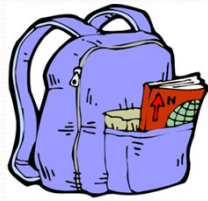
The next level is high quality supportive environments. High Quality early childhood environments promote positive outcomes for ALL children

The top two levels of the pyramid begin to focus targeted supports for

specific behaviors and children.

Show website if able <http://csefel.vanderbilt.edu/>

If not, refer to the email address and let them know that there are many resources available for teachers to use in the classroom.



UNPACK YOUR BAG!

- Stand up if the statement is true for you
- Observe other members of this group to determine similarities and differences
- Share out

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Participants will respond to a series of statements that explore individual backgrounds and experiences

Unpack Your Backpack – Statements:

Presenter has a backpack with statements on index cards that he/she takes out of the backpack one at a time and reads.

We are going to unpack your bag! I have statements on cards which I will read to you. When a statement applies to you, please stand up until the next statement is read. After each statement look to see who has joined you.

STAND UP IF.....

1. You've been working in EC field for...less than 5 years; 5-10 yrs; 10-15 yrs; more than 15 yr.
2. You are a parent; a grandparent
3. You grew up in a family as an only child; with 1 sibling; with 2-3 siblings; with 4-5 siblings; with more than 5 siblings
4. You grew up in the US; in a county other than the US

5. You grew up in a household that spoke only English; a language other than English; in a bi-lingual household
6. Your favorite hobby is reading; gardening; sports; crafts
7. One of Your favorite foods is...
Pizza; anything chocolate; any Carb
8. You are a morning person; are a night owl

Great, thanks for your participation. You can all sit now.

Small Groups

In small groups, talk about similarities/ differences that you observed about your small group; the large group; What is one thing that everyone in your small group has in common?

Large Group Share out.....

Lecture

We all come to group settings with our backpack that's full of statements/information from our own backgrounds (cultural, family style/make up, values etc) and the experiences we've had over our lifetimes (positives and negatives) – both in groups and as individuals. How we react and respond to people and situations is often a result of these backgrounds and experiences.

It's often the same for the children and families that come to our programs and then into your classrooms. Each parent and child comes with a backpack full of statements and information that impacts the way that they respond and connect to people in your program.

Large Group Discussion

We just learned a little bit about each other in this room... when and how do we give families and children an opportunity to tell us about what's in their backpack?

Examples: initial enrollment, Get to know me form, talk to parents at drop off and pick up, have conversations with your children, ask for pictures from home.

Lecture

It is natural to find some people easier to relate to than others and often times it begins with people that we have some similar background/experience with whether it's cultural, language, common interests etc. But often times, people come into our programs that come with very different backgrounds, experiences, and temperaments/personalities because of what's in their backpack. Sometimes harder to build relationships with people who are different.

Now let's talk about how knowing about differences can assist us in building relationships.

WE ARE ALL UNIQUE

Each of us is unique in a variety of ways, including:

- Abilities
- Interests & preferences
- Styles & rhythms
- Physical & emotional needs
- Family & cultural perspective
- Ability to self-regulate
- **Temperament**



Developed by Janet Poole and Mary Smithberger ©The Program for Infant/Toddler Care, WestEd.

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We are all unique.

(Wait to click and show ways we are unique until you read the first question.)

What characteristics make you a unique individual? (CLICK) Read
 What kind of feedback have you received regarding your uniqueness?
 How did you feel when the feedback supported or did not support your uniqueness?

What are the implications of the messages we give children, families and colleagues about their unique qualities?

*Directions for individual reflection: “**What Makes You Who You Are?***

Ask participants to take a few minutes to silently reflect about their unique qualities and the feedback that they have receive from others about those qualities.

Pair n Share

After a few minutes ask the participants to share their unique

characteristics and the general nature of the feedback they have received with a partner.

After the participants have shared their experiences in pairs, ask for volunteers to share one word that represents the feelings they experienced as a result of the feedback they have received.

Record the words that represent the feedback in two columns: Positive & Negative.

Discuss the implications of the feedback we provide children about their unique qualities and individualized care provides the framework for honoring each child's unique qualities. The implications of the feedback are the thoughts and feelings we have towards children and families that can ultimately impact how we interact with them, and whether those interactions yield positive or negative outcomes

age and developmental level, temperament, abilities, needs, interests, home language, and family and cultural preferences.

We're going to focus on **Temperament** today and spend a little time thinking about the uniqueness of temperaments that we may encounter in our work with children, families and colleagues



Temperament affects how we view and react to the world around us, so let's see how temperamental differences impact our interactions we have with one another, and how do those differences either strengthen or weaken relationships.

WHAT IS TEMPERAMENT?

“...early-appearing patterns of observable behavior that are presumed to be biologically based and that distinguish one child from another.”

Rothbart & Derryberry, Zero to Three, March 2004

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Share the definition

According to Zero to Three article temperament is:

early-appearing patterns of observable behavior that are presumed to be biologically based and that distinguish one child from another.”

TEMPERAMENT TRUTHS



- Most people fit into one of three combinations of traits or styles – flexible, feisty or fearful
- 35% exhibit a more even distribution of traits and don't heavily fit into any one temperament
- Appear within the first few months of life



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Three Temperament Truths

Most children fit into one of three combinations of traits or styles – fearful, feisty or flexible. We will discuss each of these in greater detail.

35% exhibit a more even distribution of traits and don't heavily fit into any one temperament

Appear within the first few months of life

9 CHARACTERISTICS OF TEMPERAMENT

1. Activity level
2. Biological rhythms/regularity
3. Adaptability
4. Approach/withdrawal
5. Sensitivity
6. Intensity of reaction
7. Distractibility/perceptiveness
8. Mood
9. Persistence

Developed by Janet Poole.
WestEd, The Program for
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Question/Answer: After you read each characteristic, ask participants to describe what each characteristic might look like.

There are nine developmental characteristics looked at when identifying an individual's temperament. They are:

1. **Activity level:** amount of body activity and movement
2. **Biological rhythms/regularity:** regularity in hunger, sleeping, bowel function
3. **Adaptability:** how quickly or slowly a child adapts to a change in routine *or* overcomes an initial negative response
4. **Approach/withdrawal:** how the child responds to a new situation or other stimuli
5. **Sensitivity:** how sensitive the child is to potentially irritating stimuli
6. **Intensity:** The energy level of mood expressions, whether positive or negative
7. **Distractibility/perceptiveness:** How easily the child can be distracted from an activity like feeding or play by some

unexpected stimulus such as the ring of the telephone or someone entering the room

8. **Mood:** The amount of pleasant, cheerful and openly friendly behavior (positive mood), as contrasted with fussy, crying and unfriendliness (negative mood)
9. **Persistence:** How long will a child keep at a difficult activity without giving up

CATEGORIES OF TEMPERAMENT

Most children and adults fall into one of three categories:

- Flexible
- Feisty
- Fearful

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There are three categories of temperament:

Flexible, Feisty and Fearful.


Let's look at traits and possible teacher strategies for each of the temperaments

Think about:

Does this help you understand the challenging relationship you have with a child in your room? How/Why?

FLEXIBLE TEMPERAMENT

Traits	Teacher Techniques:
<ul style="list-style-type: none"> • Regular rhythms • Positive mood • Adaptability • Low intensity • Low sensitivity 	<ul style="list-style-type: none"> • Check in with child regularly • Set aside special time • Needs intimate contact



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As you can see, some of the traits of flexible people are:

Regular rhythms, hunger, sleep and bowel movements

Positive mood, they cheerful and openly friendly

Adaptability, they adapt to a change in routine Low intensity of mood expressions Low sensitivity to potential irritating stimuli

Can you visualize these traits in some of your children, families and colleagues?

Teacher techniques which work well with flexible people are to:

Check in with them regularly

Set aside special time

Give intimate contact

Why are these three techniques important for us to remember?

Possible answers:

Flexible people do not demand attention but still need it.

They don't make a fuss so they tend to be ignored.

Flexible children also tend to toilet train easily

Will "go with the flow"


This child does not demand attention but still needs it.

Large Group

Can you picture any of your children who show these traits?

What relationship do you have with the children with a flexible temperament?

FEISTY TEMPERAMENT

Traits		Teacher techniques:
<ul style="list-style-type: none"> • Active • Intense/ Moody • Distractible • Sensitive • Irregular • 		<ul style="list-style-type: none"> • Use redirection when there's an intense reaction • Anticipate transitions by letting them know a change is coming • Make the most of quiet moments • Provide for vigorous play • Flexibility is key!

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Some of the traits of feisty people are:

Activity level is in need of a high amount of bodily movement

Intense level of moody expressions/moody

Distractible with unexpected stimuli

Sensitive to potential irritating stimuli

Irregular rhythms, hunger, sleep and bowel movements

Teacher techniques which work well with feisty children are to:

Use redirection when there's an intense reaction

Anticipate transitions by letting them know a change is coming

Make the most of quiet moments

Provide for vigorous play, flexibility is key!!!

Large Group


Can you picture any of your children who show these traits? Feisty people tend to be easier to remember than flexible or fearful!

What relationship do you have with the children with a *feisty* temperament?

Do you use any of the teacher techniques identified to work with this child?

FEARFUL TEMPERAMENT

Traits	Teacher techniques:
<ul style="list-style-type: none"> • Inactive • Withdraws • Slow to adapt 	<ul style="list-style-type: none"> • Draw the child in slowly • Allow independence to unfold • Set up the environment so things are in the same place • Assign one principal teacher



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Some of the traits of fearful people are:

Inactive bodily movement

Withdrawn but responds positively with exposure

slow to adapt to change in routine

Teacher techniques which work well with fearful children are to:

Draw the child in slowly

allow independence to unfold

set up the environment so things are in the same place

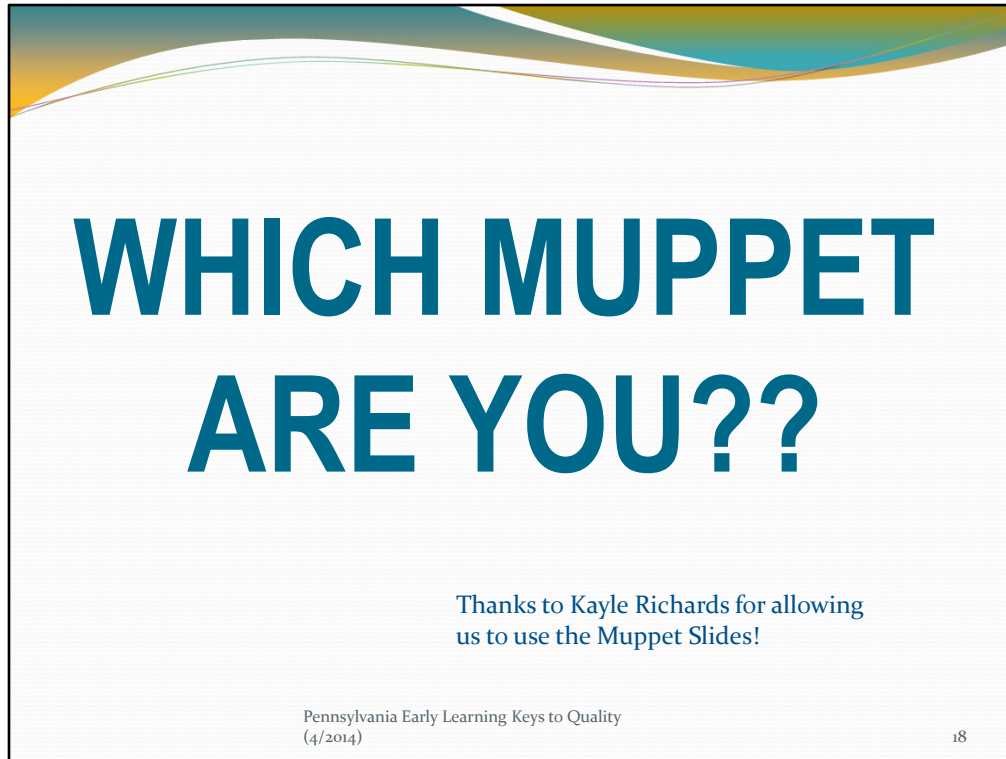
assign one principal teacher to them as their go-to-person

Large Group Discussion

Can you picture any of your children who show these traits?

What relationship do you have with the children with a *fearful* temperament?

Do you use any of the teacher techniques identified to work with a child with a fearful temperament?



HANDOUT #4

Now we are going to have a little fun with temperament and find out which Muppet are you?

Handout score sheet

Walk through the questions with them.

Go with your first response, no deep thinking!

If you don't know what something is, it probably isn't the one you should choose.

(Add the muppet music to this slide)

TIME TO COUNT

a =


b =

c =

d =

e =

f =




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Add up how many you have for each letter. Ok let's see which Muppet you are...

Mostly A's



Everything in life excites you. There are so many opportunities out there. Sometimes you get so fired up by an idea you can be a little scary, but actually you're more thoughtful and deeper than many give you credit for.

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Which of our three identified temperaments would we consider Animal?
Feisty

Whether it's extreme sports or just a new way of working, if there's a risk to be taken, you'll seize it with both hands. One of a kind, you're an optimistic daredevil who will dedicate yourself completely to a cause – regardless of its chances of success.

Mostly B's



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Which of our three identified temperaments would we consider Gonzo?
Feisty



Mostly C's

Like Fozzie Bear, you believe life is for laughing. And you're determined to spread that belief around, whether people find your jokes funny or not. But even if they don't like your puns and pranks, they won't be able to resist your endless optimism. Just as Fozzie will try his hand at anything – be it ventriloquism, roller-skating or magic - you're always keen to learn new skills, too.

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Which of our three identified temperaments would we consider Fozzie Bear?
Flexible

Like Miss Piggy, you know you look good, have bags of talent - and only the best is good enough for you. What harm can it do to tell people all that? It just gives them more reason to love you! You'll do anything to be the center of attention and when you set your heart on something, you won't take no for an answer...

Mostly D's



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Which of our three identified temperaments would we consider Miss Piggy?
Feisty

Mostly E's



You are Kermit. Generally calm and centered, you're the person everyone turns to in a crisis. You can get angry if people take you for granted and occasionally panic when the chaos you're dealing with threatens to overwhelm even *your* considerable powers. But you have a big heart and will never want for friends.

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Which of our three identified temperaments would we consider Kermit?
Kermit might be one of the 35% who don't really fit into one category of temperament.
Feisty/Flexible

Statler and Waldorf might very well ask you to join them in the balcony – if they could be bothered to make a new friend, that is. Don't hold your breath. OK, so occasionally you're grumpy and a bit over-critical: so what? It's important to tell the truth sometimes, right? And even if no one else gets the joke, at least you find yourself funny...



Mostly F's

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Which of our three identified temperaments would we consider Statler & Waldorf?
Feisty

TEMPERAMENT OVER A LIFETIME

- Represent a person's **tendency** to respond
- We learn behavioral techniques that help us moderate our “extreme” traits
- Most individual differences are in the range of normal and can be an asset or liability

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Our temperament over a lifetime represents our **tendency** to respond, however we may find situations in which we need to adjust.

We learn behavioral techniques that help us moderate our extreme traits

Pair & Share

Pair off again and discuss times in your life when you needed to “tame” what you really wanted to do because it would have been detrimental to the situation and possibly you.

Ask if anyone would like to share with the group.

Most of our individual differences are in the range of normal and depending upon the situation, may be an asset or a liability.

Let's discuss some asset & liability examples:

When you think of

Persistence- as a young child, they may be exhibited as demanding (always “pushing” for a toy when shopping), but as adult, desirable

(within reason) in an employment situation

Asset of High Activity if you: an asset in a fast paced activity or career

Some possible responses

work with young children,

play sports

work on stock exchange floor

Liability of High Activity if you:

Some possible responses

Are expected to sit for any length of time

Do the same thing every day

Very structured setting

As we continue to identify behaviors that can be similar or different (click to next slide)

CULTURE



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Next we are going to explore how culture becomes an important piece to this puzzle called relationships.

WHAT IS CULTURE?

“ Culture is a way of perceiving, believing, evaluating, and behaving” (Gollnick and Chinn, 2002)

Values

Expectations



Aspirations

Practices

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So, what is culture?

According to Gollnick and Chinn, Culture is a way of perceiving, believing, evaluating, and behaving (Gollnick and Chinn, 2002)”

(click) Cultural values,

(click) Aspirations and

(click) Expectations determine how children and adults respond to one another.

Cultural values influence everything from (click) daily practices like how a child is fed and sleeping patterns to expectations regarding academic attainment just to name a few.

Large Group Discussion

What else does Cultural values influence?

Possible examples: Where we live...dine...the type of leisurely activities we engage in, etc.

Our educational philosophy: Do we promote the use of dittos or child

created /directed activities?

TWO KEY ASPECTS TO CULTURE

- **Enculturation**- The process that allows the child to become competent in the language and behavior of their individual culture.
- **Socialization**- The process of learning the norms and /or social rules (Gollnick and Chinn, 2002).

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There are two key aspects of culture that determine how children and adults respond to one another:

Enculturation is the process that allows the child to become competent in the language and behavior of their individual culture

Socialization, the process of learning the norms and/or social rules.

While enculturation involves learned behaviors from birth, both aspects of culture enable the child to internalize the social rules within the cultural context they are reared.

For example: An infant from China adopted by middle class suburban American parents will acquire the cultural heritage of her adopted family. As the child grows, the process of enculturation and socialization is manifested as a result of shared experiences.



WHAT IS CULTURAL SENSITIVITY?

Cultural sensitivity means “being aware that cultural differences and similarities exist and have an effect on values, learning and behavior”
(Delpit, 2006)

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According to Delpit, cultural sensitivity is being aware that cultural differences and similarities exist and have an effect on values, learning and behavior.

Our Core Knowledge Competency, **K3. 2 C1** does speak to the complexities and differences within cultures, and how they influence development

Let's see what practices NAEYC identifies to support Cultural Sensitivity

NAEYC'S FIVE PROMISING PRACTICES THAT PROMOTE CULTURAL SENSITIVITY

1. Actively involve families in the learning program.
2. Honor the home cultural value and norms.
3. Ensure children remain cognitively, linguistically, and **emotionally** connected to their home culture.
4. Provide children with many ways of showing what they know and can do.
5. Provide extensive and consistent professional development in areas

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Cultural sensitivity is a topic NAEYC has taken great care in identifying promising practices that promote cultural sensitivity.

Those promising practices are:

1. Actively involve families in the learning program.
2. Honor the home cultural value and norms.
3. Ensure children remain cognitively, linguistically, and **emotionally** connected to their home culture.
4. Provide children with many ways of showing what they know and can do.
5. Provide extensive and consistent professional development in areas.

Small Group – give each group one of the promising practices

What would this look like in your classroom/center/home?

Examples

Frequent informal conversations, invitations to participate in classroom life and voluntary take-home activities that relate to school experiences help to build the partnership. Participate in introductory enrollment meetings. Provide a classroom tour for child and family where they can meet the teacher and explore the classroom setting survey or questionnaire that can be done orally or in writing to learn about family attitudes and philosophy on child rearing, learning, reading. Invite a family member to teach the class a culturally-specific song or to provide the words to the song.

Determine if child may eat traditionally served foods, and celebrate Holidays Serve familiar cultural foods and introduce new traditional foods periodically – such as rigatoni with cheese or bagels and cream cheese provide activities, materials and experiences that help. children become aware of and appreciate their own culture while learning about and appreciating the similarities and differences of others Ask child to bring to school pictures of family members, home environment or other important home elements’

adding a wok to the cooking area, or counting in both English and Spanish during morning message Use family or culturally specific phrases or words to describe activities or materials Learn about who the child considers ‘family’ and how the family defines itself, including extended family members Encourage children to show pride in family-specific beliefs or practices by showing interest and describing them to the class

scaffold children’s, thinking by asking “open-ended” questions that encourage problem solving and support children’s imagination and story-telling Display children’s work at their eye level. Provide encouragement and praise children’s efforts, “You worked really hard on that picture.” Be supportive when children want to try something new, giving them time to investigate Store materials on the children’s level so they can access them by themselves Design activities that combine new experiences with the familiar to engage children in trying new things

Attend Race Matters, ELL/DLL, Poverty simulation, Autism 101, Special Quest, the Front Porch Project

After Share out

It is important to note that while cultural sensitivity is having an **awareness** of the differences and similarities that may exist; we try to move beyond just being aware, and seek out ways to **honor and celebrate** the differences/similarities that may exist; to become **Culturally Competent**. Cultural sensitivity is directly related to Cultural Competence. Lets look as the stages of Cultural Competence. *You need to be aware of differences and similarities prior to honoring and celebrating.*
Let’s look at the stages of Cultural Competence

STAGES OF CULTURAL COMPETENCE	
Cultural Destructiveness	Using one's power to eliminate the culture of the other
Cultural Incapacity	Dis-empowers another's culture
Cultural Blindness	Acting as if cultural differences do not matter or as if there are not differences
Cultural Pre-Competence	Recognizing the limitations of one's skills or an organization's practices when interacting with other cultural groups
Cultural Competence	Interactions using elements of an advanced cultural competence as standards
Advanced Cultural Competence	Esteem culture; knowing how to learn about organizational culture. Interacts effectively in various groups. Open to change

HANDOUT #5

Give participants a few minutes to look over the handout.

Lecture

There are six stages of Cultural Competence

Cultural Destructiveness and

Cultural Incapacity

are "resistant"

Perceived threat to personal values or attitudes (may or may not be real)

Passive or active

Overt or covert

Independent or organized

Aggressive or timid

Cultural blindness and

Cultural Pre-competence

are "neutral"

Cultural competence and

Advanced cultural competence

are "engaged"

Reflection

Take a minute to reflect about where you might fall on these stages.

Give participants about a minute to reflect.

Lecture

We wish the whole world was at the Advanced Cultural Competence stage, however we all know that is not realistic.

More important is to be honest with ourselves about which stage we are, try to identify why and consider how could we move up a level or two?

CULTURAL COMPETENCE

- Where we are now? The attitudes we have, come from our life experiences
- Write or draw representations of YOUR childhood experiences and memories
- Think about: Family School Neighborhood Friendships Other important events

Where we are now? The attitudes we have, come from our life experiences

Take a few minutes (10?) to draw representations from your life as a child. What are the memories you have? What are some things that stand out to you?

Consider family, important events, school memories, etc

For example, did you have a grandparent who would cuddle up with you and read stories? Did you live in a neighborhood where people didn't talk to each other?

Pair n Share

Next slide is where Large Group will share out

SHARE OUT

What experiences do we have in common?

What experiences have shaped our lives?

How do these experiences impact who we are?



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Now that you've represented some of your memories, think about how these experiences might have influenced who you are now.

If you have a grandparent who would cuddle up with you and read stories? Do you still enjoy reading because of that?

If you lived in a neighborhood where people didn't talk to each other? How does that affect your relationships with your neighbors now? Do you keep to yourself? Or did it cause you to be more likely to reach out to others?

Ask participants to share out some of their insights.

Be prepared to share one of your own to get things started. A favorite memory you have.

CULTURAL CONFLICT

- Cultural conflict- The result of a misinterpretation of cultural values (Delpit, 2006).
- Cultural differences are often misunderstood, which can lead to approaches that are reactive as opposed to pro-active.

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Cultural conflicts often occur when we don't understand the cultural values and traditions of the children and families that we serve.

How could we avoid conflicts?

Conflicts are often avoided when we gain a greater awareness of the child's life outside of the learning environment.

When cultural conflicts aren't properly addressed, it often leads to cultural differences that create inconsistencies between home and school that can affect learning.

Culturally sensitive learning environments value children's prior knowledge and cultural experiences, which builds trust and strengthens the parent-teacher- child relationship.

Large Group

Where are some of the places that your program, or you as a teacher, can be flexible.

A program /teacher can invite families to participate in program planning and development to ensure the diverse needs of children and families are met. A program can demonstrate flexibility by implementing curriculums that are culturally responsive (connected to the real-life experiences of children and families) and anti-bias (help children value differences).

A teacher can also demonstrate flexibility in their behavior in the following ways:

Gain an understanding of specific behaviors and practices: Ask specific questions about behaviors and practices that are unfamiliar to you.

Think about a specific behavior that is associated with a particular stereotype. How can you use the opportunity to change your thinking?

Agree to disagree: Work with families to “come to a compromise” for the benefit of everyone involved. Agree to disagree in the moment, and continue to seek out ways to find a “happy medium”.

where you cannot in regard to cultural differences?

Any practice or behavior that poses a health or safety risk limits flexibility. We have an ethical responsibility to act in the best interest of the child regardless of cultural differences.

FOUR BASIC STRATEGIES

<u>Respect</u>	"Receiving, honoring, acknowledging, and accepting the cultural boundaries that connect and distinguish one person from another."
<u>Reciprocity</u>	"Creating classroom environments where there is a balance of power that is shared between parent, teacher and child."
<u>Responsiveness</u>	"The ability to respond to children and families based upon their <i>individual</i> cultural needs (Barrera, et. al, 2003)".
<u>Inclusion</u>	Insuring that <i>all</i> children, of all ability levels and from all cultures, are fully able to participate in the classroom curriculum

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There are four basic strategies that teachers can utilize to establish culturally sensitive learning environments, and to build strong relationships with children and families:

Respect is having the ability to recognize that a family's cultural values, norms, and truths are not dependent upon or defined by the practitioner. While we may not understand a specific practice, we must respect it (with the exception of clear abuse/or other health and safety issues).

Reciprocal relationships are established when we foster an environment that acknowledges and accepts the parent as the child's primary teacher. **Reciprocity** also means the teacher recognizes that they are not the perpetual "giver of knowledge" but are "receivers of knowledge" as well. This would include a learning environment, materials and daily activities that include all cultures represented and are also culturally sensitive.

Responsiveness is getting to know the families you serve, and meeting

the individual needs they have.

Inclusion is when every family's cultural values, norms, and truths are included in classroom activities/ curriculum.



TOOLS OF THE TRADE

Reflect (Respect):

- How do I interact with children and families?
- Do I respect the unique cultural styles and belief systems of the children and families that I interact with? Do I routinely encourage and invite families to talk about their culture, heritage, traditions and language?
- Do I openly ask questions and talk about the cultural differences and similarities between us?
- Do I handle children's inappropriate behavior in equitable ways?
- Do I positively and intentionally use children's culture and home language in programming daily activities?

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Large Group discussion

Have participants briefly respond to the questions on the slide.

Other possible questions:

- Do I encourage the importance of maintaining home language and the value of being fully bilingual as supportive of young children's growth, development and school readiness?
- Do I encourage families to use their home language with their children and share with families the importance of home language in children's development and learning?

Reiterate the importance of self-reflection and how it leads to growth as an educator.

Build Common Ground (Reciprocity):

- Establish early what each family desires for their child's identity development.
- Always acknowledge the parent/guardian as the child's first teacher, and that you are interested in their perspectives.
- Approach differences as an opportunity to learn and to build strong relationships.
- * Acknowledge children's home language as their first language and a source of pride and that home language supports children's growth in many way, including as a foundation for learning the English language

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Encourage participants to use this tool as they are establishing relationships. A pro-active approach is always best!

Make Cultural Differences and Similarities Real: (Responsiveness)

- Connect cultural differences and similarities to daily living experiences.
- Intentionally include the cultural life of all families represented in your daily activities and learning environment.
- Avoid making statements like “we do” when speaking to children about cultural experiences. Use statements like “how does, or what does your family” (Edwards and Sparks, 2010).

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Encourage participants to create culturally sensitive environments that reflect the families and children they serve (although we still promote the use of materials that represent diversity and multi-cultures, races, ethnicities, etc.)

Families are usually willing to share when we show a genuine interest!

Access, Participation and Support (Inclusion):

- Welcome each family into your program, whatever the family structure
- Make modifications to the learning environment so that every child can participate as fully as possible
- Consider the economic impact of program activities that might prohibit some families from participating
- Allow and encourage family members to actively participate in their child's early childhood experience in ways that are culturally acceptable to the family.

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Welcome each family into your program, whatever the family structure. Sometimes you might disagree or be uncomfortable with a family's make up (i.e. gay/lesbian; single parent, mixed race, etc.). However, it is important that we acknowledge that each child's family is unique to them, and welcome without judgment.

Make modifications to the learning environment so that every child can participate as fully as possible – children may come into your program with visible or “invisible” disabilities. Take the time to learn about each child's unique needs and identify ways that your program can help that child can have a positive learning experience

Consider the economic impact of program activities that might prohibit some families from participating – some families may have difficulty participating in “add-ons” such as meals, special classes, field trips, etc. However, they might be hesitant to let you know. Be cognizant of this possibility and provide options for families who might be in this situation or eliminate these extra costs

Allow and encourage family members to actively participate in their child's early childhood experience in ways that are culturally acceptable to the family. – Different cultures have different perspectives on parent involvement. Make an effort to understand what the perspective of your program parents is and find ways to allow them to engage in ways that feel comfortable to them.

IN SUMMARY

- Everyone brings their own temperamental traits to a relationship.
- We all need assistance in tempering our more “extreme” traits,
- Cultural sensitivity involves a process of “professional preparation and development in culture, language and diversity” (NAEYC, 2009). .

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Lecture

Everyone brings their own temperamental traits to a relationship. This includes children, families and colleagues who we share time/space

We all need assistance in tempering our more “extreme” traits, while still being who we are.

As educators it is imperative that we continue to examine our practices to ensure we are providing culturally sensitive learning environments. We need to examine ourselves and acknowledge/address any biases that we might have. When we find these, we need to be sure that we are not interacting with children, families or colleagues in a way that conveys those biases.

Consistent professional development and training is necessary if we want to truly respect and honor the multiple cultures our families represent.

Cultural sensitivity involves a process of “professional preparation and development in culture, language and diversity” (NAEYC, 2009).

It is through this process that we learn how to examine our own cultural beliefs, and how they ultimately impact the relationships we have with the children and families that we serve.

BREAK



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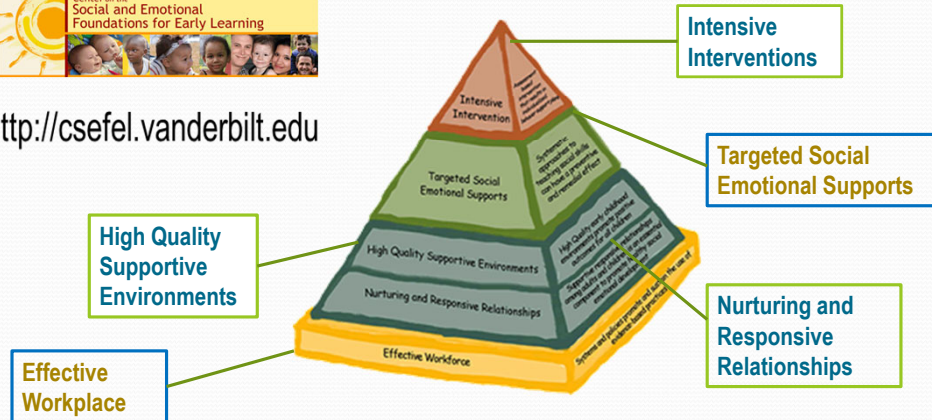
It is time for a break. When we come back we will look at how these topics discussed earlier assist in developing our relationships with children, families and colleagues.

When we come back we will see how knowing this information we covered can assist us as we develop positive relationships with Children, Families and colleagues

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children



<http://csefel.vanderbilt.edu>



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HANDOUT #3

We are quickly revisiting the pyramid as we begin the second half of our session, as a reminder about the connection between positive teacher-child relationships and healthy social emotional development/ outcomes.

The “positive/negative withdrawals and/or deposits” are the specific behaviors/practices that teachers display to foster the development of healthy relationships with both peers and adults. I think it will help participants understand that the pyramid isn’t just a model to manage behavior, but to help children develop the necessary skills needed to become productive citizens.

BEHAVIORS TO BUILD POSITIVE RELATIONSHIPS WITH CHILDREN

- Independent and autonomous
- Positive communication
- Warm affection
- Validation
- Tools and strategies to self-regulate
- Shared experiences
- Temperamental differences
- New perspective/new day

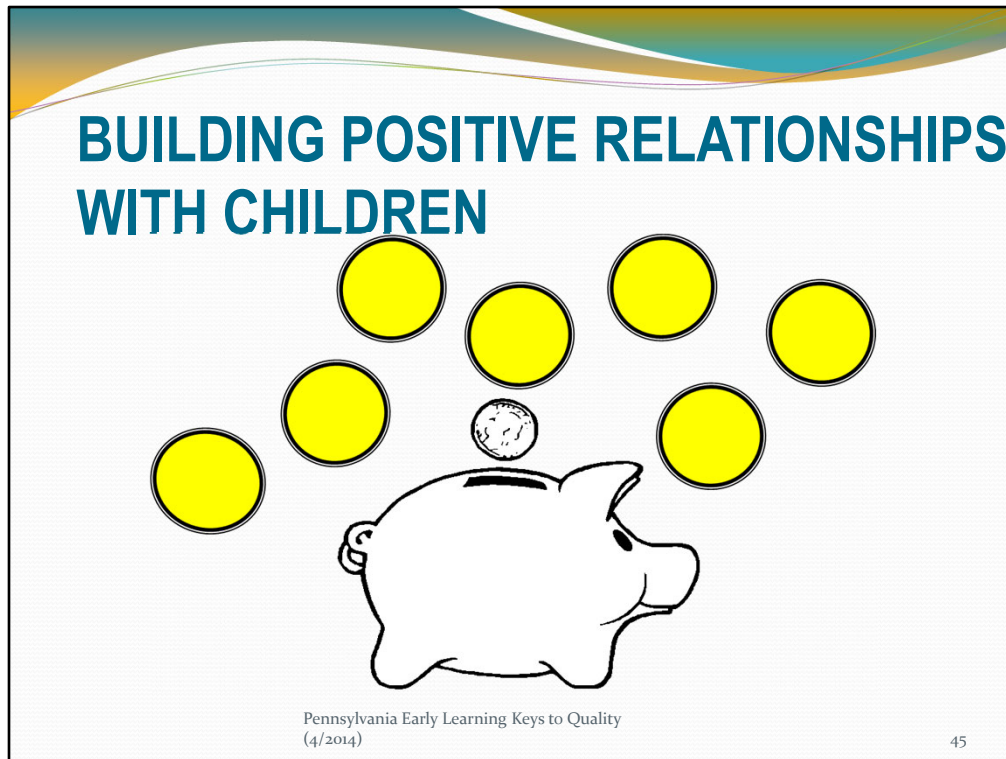
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Why are these important?

- Think back to social emotional pyramid. The second level is nurturing and positive relationships.
- What are some of the characteristics of a strong positive relationship? (mutual trust and respect, transparency, reliability, communication, etc.)
- What are some of the characteristics of a strong teacher-child relationship ? (trust, communication, reliability, etc...)
- Research has shown that “strong teacher-child relationships and quality classroom practices are related to higher social skills, such as completing tasks and interacting positively with peers.(IMS, HS, 2008)
- When we provide opportunities for children to be independent, this demonstrates trust and builds self – esteem.
- When we communicate in a warm positive manner, this demonstrates respect.
- When we validate their feelings, it shows them that they’re important and that they matter.

- When we start each day with a new perspective.....it helps us to live longer!!!!



HANDOUT #6

We sometimes take for granted how every interaction we have with children has the potential to strengthen or hinder our personal relationship with them. Using the idea of a piggy bank as our mental model, let's discuss and reflect on what you do to "make deposits" to strengthen your relationship with an individual child.

Small Group

Each group has a piggy bank and lots of golden coins to write down interactions which would go into piggy bank.

Large Group

Discuss the interactions written on the coins round-robin.

After group has finished sharing they put their coins on Piggy Bank chart

Some examples: Empathy, Play, Happy Grams, Notes Home, Home Visits, Time & Attention and Share, Greet them, Play, Conversation, Listen,

Smile, Say good bye, Sit together at lunch

Now let's discuss what may be considered a "withdrawal".



Unfortunately we cannot forget about withdrawals from our piggy bank. What might you do, possibly unintentionally, that would be considered a “withdrawal” from building the positive relationship with children?

Examples:

Too busy to say good morning/good bye/play/sit at lunch

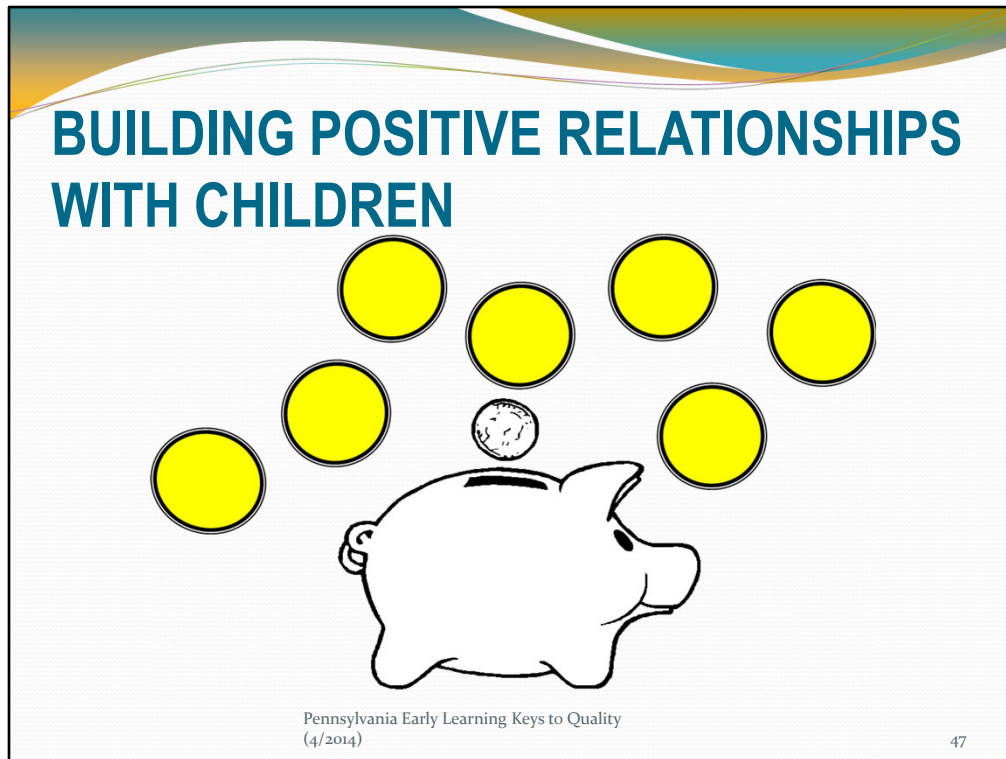
Do something else while child talking to you

Compare the two charts.

This may be different for each group you present it to. There are three possible scenarios: More building coins filling pig, more decreasing relationship coins, or both very close.

Take the discussion wherever the coins lead you. Can we think of more building/decreasing relationship ideas?

Next we are going to spend time thinking about the different types of temperaments that we may encounter in our work with children families and colleagues, which may affect whether we are increasing or decreasing our positive relationships.



In light of the temperamental differences we have discussed...would piggy bank deposits look the same for each child?

Small groups discussion. Give each group one of the temperaments to discuss

“What might fill the bank for a flexible/feisty/fearful child?”

Flexible

Show interest in something they are working on

Sit and talk

Read them a book

Feisty

Keeping them informed

Play outdoors

Be flexible

Listen

Fearful
Approach quietly
One-on-one quiet activities
Do not call on them in a group

GOODNESS OF FIT - ACTIVITY

Take a few minutes to complete "Your Temperament Assessment Scale" using a



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Refer to HANDOUT #7

Complete the assessment on yourself

GOODNESS OF FIT - ACTIVITY



Now complete the “Temperament Assessment Scale for Children” for a child in your program who challenges you.

“Goodness” or “Poorness” of fit affects how the child develops.

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HANDOUT #8

Now we’re going to look at a child.

Complete the assessment on one of your children. It could be a child who for some reason you feel they are a challenge to you or child you would take home in a second.

Chart both assessments.

Pair and Share

Discuss similarities/differences
scoring on the 9 characteristics.

What does that mean for you and the child?

How does this knowledge help you?

Handout – “Supporting the Temperaments in my group”

On this chart you can track one or more children’s temperamental characteristics. This can be very enlightening, as you begin to see where

there are clusters of traits, or what a child's temperamental traits are.

GOODNESS OF FIT

- **“Goodness of fit”** Which temperaments might be a good “fit” as a combination?
- **“Poorness of fit”** Which temperaments might not be a good “fit” as a combination?

Temperament of both adult & child affect the relationship!

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Goodness-of-fit is a term used to describe how well the temperaments of two people work together.

TEACHERS WHO SPEND A LOT OF TIME WITH THE CHILD ALSO NEED TO HAVE “GOODNESS OF FIT” with the child

It is ok if this is not natural to you...

Large Group Discussion

Whose job is it to make adaptations if this doesn't exist?

Does the child have to adapt, or should the teacher?

What do we typically do?



Pass out the index cards with these pictures on them. Have each group discuss “goodness/poorness” of fit.

Let’s look at the possible combinations of temperament for teacher and child.

Identify whether you believe your pairing is a good or poor fit and why? Discussion about each combination can be in large group discussions

How do you think these relationships might look if the teacher does not adjust as needed?

Feisty & Feisty
Flex & Flex
Fear & Fear

Feisty & Fear
Flex & Feisty
Fear & Flex

Fear & Feisty
Feisty & Flex
Flex & Fear

In general:

Flexible with anyone would probably work well together. Why?

Feisty and fearful probably not a good fit. Why?

Whose job is it to make adaptations if this doesn't exist?
Does the child have to adapt, or should the teacher?
What do we typically do?

IMPACT OF TEMPERAMENT

- Can determine caregiver's reactions to child
- Affects how the child interprets and makes sense of life experiences
- Shapes the child's choices of activities and environments

Each day of our lives we make deposits in the memory banks of our children.

– Charles R. Swindoll

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HANDOUT #9 “Supporting Temperaments in my Group”

CAREGIVER’S REACTIONS – as we discussed a few minutes ago some temperament combinations can be extremely challenging for caregivers, children and families

CHILD’S INTERPRETATION – we need to remember to consider the specific child, each child can react very differently to a similar stimulus.

SHAPES – Which can, in turn, reinforce the child’s temperamental way of being

Individual Activity > Small Group > Large Group

Complete the “Supporting the Temperaments In my Group” sheet on four of your children. Mix it up with children who are challenging to you and children who are not so challenging.

Talk in small groups

Share out large group for those who want to share.

MOVING FORWARD



- Consider ways to improve the “goodness of fit”
- Compare the child’s scale to your own – what implications does this have?
- What steps can you take to help the child learn to positively use their temperamental traits?

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We have identified children who are challenging for you.
Now what? (click to bring up each of these questions individually)

Large Group

Consider ways to improve the “goodness of fit”

What steps can you take to help the child learn to positively use their temperament traits?

IN SUMMARY

- The child's development will, in some part, depend on "goodness of fit" with the significant adults in his/her life
- Children need assistance in tempering their more "extreme" traits, while still being supported in who they are.

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In Summary

The child's development will, in some part, depend on "goodness of fit" with the significant adults in his/her life. If fit is not good, conflict can arise.

Children need assistance in tempering their more "extreme" traits, while still being supported in who they are.

Helping children by working **with**, rather than **against**, their temperament will help them feel positive and confident



PARTNERSHIPS

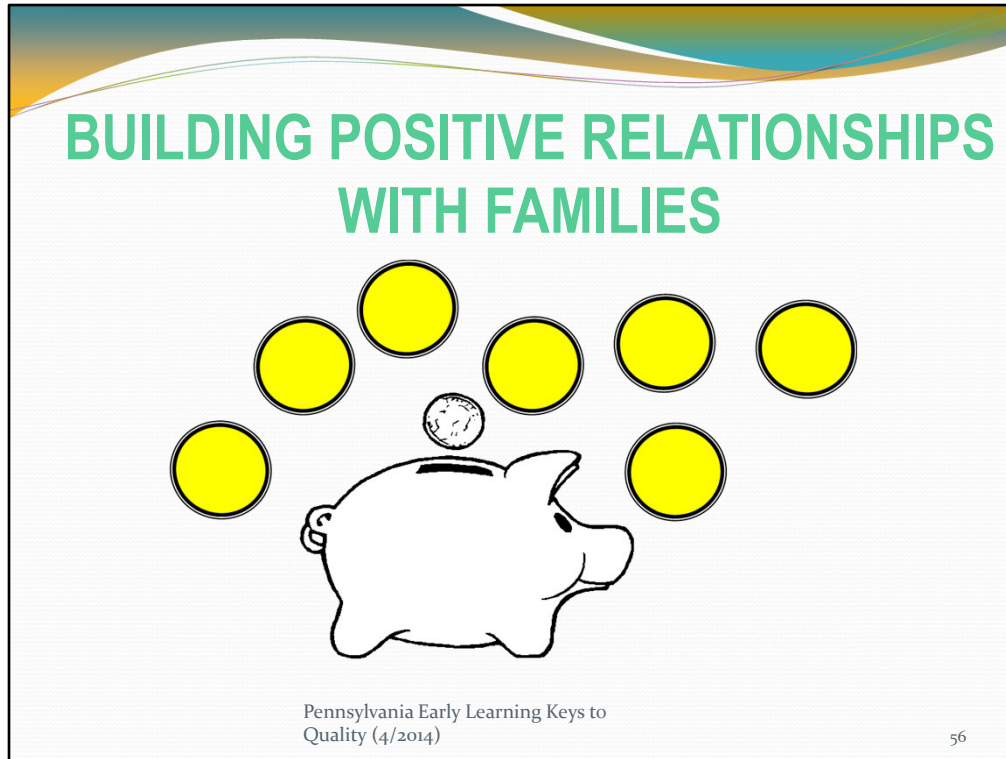
FOR LEARNING



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Now we will discuss how we can develop great relations with families who support our children.



HANDOUT #10

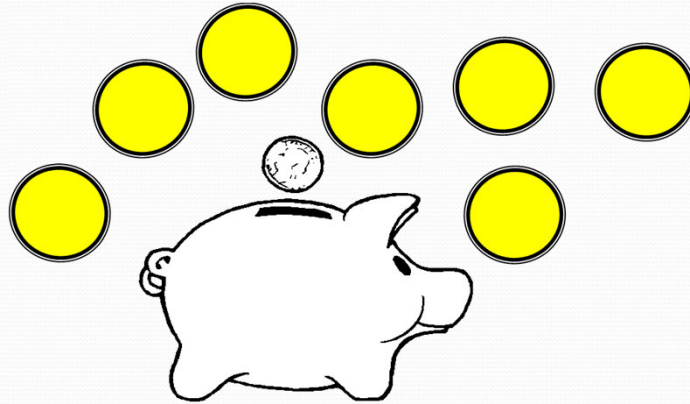
How does the concept of deposits and withdrawals apply to relationships with families?

Call out some examples of deposits with families that will build positive relationships

Examples :

Daily sheet, conversation, positive demeanor, greeting, listening,

DECREASING POSITIVE RELATIONSHIPS WITH FAMILIES



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What are some withdrawals that can affect relationships with families?

Examples:

Negative about child, ignore, yelling at children, frustrated demeanor

GALLERY WALK



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We will now revisit the gallery walk, and explore some of the responses you made to the various statements/questions as we delve into strengthening relationships with families.

(Healthy discussion is fine, however you will need to watch for bullying/attacking/you messages.)

This activity is designed as “Food For Thought” to raise awareness and uncover potential bias related to parent involvement as a part of your home-school connection

Working with families who come from different backgrounds and expectations can provide opportunities to learn more about each other, but these differences can also cause challenges and/or misunderstandings. Knowing how to work through these challenges can make the difference in the family and child’s early childhood experience

Depending upon the number of participants, this could be small group or large group activity. Best scenario would be small group to large group discussion.

The presenter will select several responses to read, and then solicit feedback from the audience.

There are 8 charts. Possibly do **small group** with each group having one chart to review, analyze and share out.

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HOW WELL DO YOU KNOW YOUR FAMILIES?

Families Name	Something Special I Know About this Family	How I Can Use this Information to Build a Relationship and Support Children's Learning

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HANDOUT #11

Just as you get to know each child and use what you learn to develop a relationship, you begin building partnerships with families by getting to know and appreciate each family.

This activity will help participants assess how well they know the families in their program and to use what you know to determine how to relate to and involve each family. If there is a family with special needs, it permeates the entire family culture.

After the activity, stress to participants that knowing each family's unique characteristics and circumstances enables teachers to relate to each family in ways that make them feel valued, respected, and a welcome part of the program.

For the activity:

Write the name of each family in your classroom in **Column 1**. Was it hard to think of everyone? Why do you think that is? What does that say to you?

STOP – promote discussion about what has been completed in Column 1

Record something unique about each family in **Column 2**. It may be related to structure, personality & temperament, life experiences, culture or something else.

Again, were there families that this was harder to do with? What can you do to change this?

Ask participants to think about how they have or might use what they know about a family to build or strengthen the relationship and record in **Column 3**.

DEALING WITH MISUNDERSTANDINGS

Situation	The Teacher's View	The Family's View	A Partnership View
Sonya's teacher describes how pleased she is that Sonya has begun to speak up more in class and share her ideas. The parents say nothing when they leave the conference.	Talking in class is an important goal for all children. Initially, Sonya rarely spoke up in a group, so the change is an exciting development. She will learn more if she participates actively and puts her ideas into words to express what she knows.	Speaking up in a group means Sonya is boasting and we do not approve of this behavior. We want our daughter to be respectful and quiet so she can learn.	
After conducting a workshop on ways that parents can help their children learn at home, and providing written suggestions, teachers find that several parents do not follow through.	Parents who don't spend time on activities with their child at home just don't care very much about their success at school. The more families are involved, the better children will do in school.	It's the teacher's job to teach my child, not mine. I don't know how to do what the teacher is asking.	
After careful observations over time, a teacher is concerned that a child's language is delayed and suggests an evaluation. The parents fail to make an appointment with a specialist.	If a real problem exists, it should be identified as early as possible. Parents should want to get all the help they can for their child.	In life, we must accept what we are given. Why interfere?	
Carlo's mother unzips his coat and hangs it in his cubby along with his mittens and boots. The teacher says, "Carlos, you can unzip and hang up your own coat, can't you? Tomorrow, show your Mom how you can do things for yourself."	Self-help skills and developing independence are important objectives for children. Carlos's mother is treating him like a baby.	Helping my child is one way I show him how much his family loves him. I want to care for him, especially just before I have to say good-bye for the day. There's plenty of time for him to learn to take care of himself.	

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HANDOUT #12

In spite of your efforts to build positive relationships, misunderstandings can happen.

By learning as much as possible about each family and understanding beliefs and practices that may differ from yours, you gain insight into the causes of misunderstandings.

Small Group Activity:

Review the situation in the first row, inviting ideas on how to handle the situation in ways that promote a partnership.

Have groups read the remaining examples and discuss how they might handle those situations in a positive way.

Point out to each group that they should examine the situations from the perspectives of the teacher and family and work towards generating an approach that expresses a "partnership view".

Need Possible positive responses

FISHBOWL ACTIVITY - FAMILIES

As you watch the interactions – think about the following:

- What are the teacher's concerns?
- What are the parent's concerns?
- How does each person's approach/expectations play into the resolution?
- What cultural differences might be in play here?
- What skills or understanding are needed to resolve the problem?

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Working with families who come from different backgrounds and expectations can provide opportunities to learn more about each other, but these differences can also cause challenges and/or misunderstandings. Knowing how to work through these challenges can make the difference in the atmosphere of your program.

Let's take a look at some scenarios of experiences that you might have as a teacher/caregiver.

Large Group Discussion

Thank you to our volunteers for offering to share these scenarios with you.

Ask for the volunteers who were chosen at the beginning of the session to come up – one pair at a time. Have them “free” form the activity and then have a large group discussion after each, discussing the questions

on the slide.

The presenter resource sheet can be used to give additional insight regarding each issue.

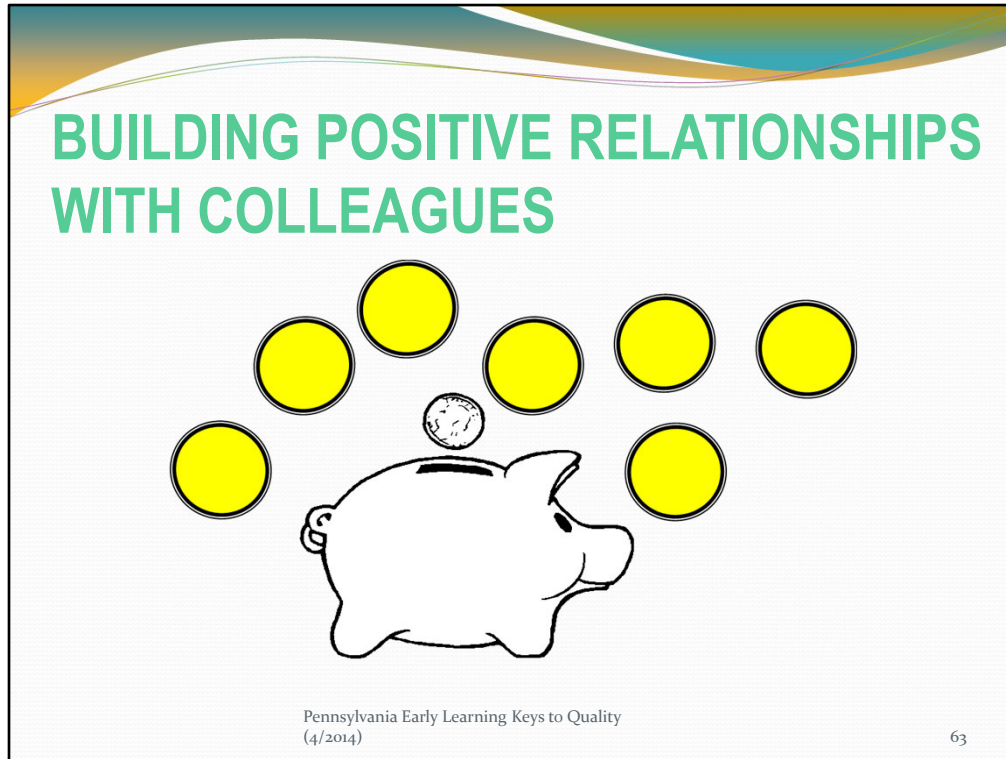
COLLEAGUES & TEAM



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Large Group Discussion
Who is part of your team?



HANDOUT #13

How does the concept of deposits and withdrawals apply to relationships with colleagues in your program?

Revisit statements from gallery walk related to team development.

How do you make deposits with your colleagues in your program?

Examples

- Share ideas
- Assist in room
- Stay later when needed
- Eat lunch with colleagues



What are some withdrawals that can affect relationships with colleagues?

Share some **examples** of colleague withdrawals.

Gossip

Late to work

Leave exactly at scheduled

Sick days for long weekends

GOODNESS OF FIT - ACTIVITY

Take a few minutes to complete “Your Temperament Assessment Scale” again using a co-worker or your supervisor *as you perceive they would* complete it using a



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Refer to HANDOUT #7

You had previously completed the Assessment on yourself now take a few minutes to complete the assessment on a colleague.

By answering the following questions for yourself & co-worker, you can increase your understanding of your own temperament and that of a co-worker.

THE TEMPERAMENT ASSESSMENT SCALE: Example

1. Activity Level. How much do you need to move around during the work day? Can you sit through a long meeting without wiggling?



2. Regularity. How regular are you in your eating, sleeping, and elimination habits?



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This is an example of what your responses could look like. You might each be at a different level or like in question 2, you are the same for that characteristic.

GOODNESS OF FIT – ACTIVITY FOLLOW-UP

In pairs, discuss your results with each other.

- Are you and your co-worker a good “**fit**”?
- Where do you see potential *conflicts*? *Strengths*?
- What challenges could this fit cause? Opportunities?

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Chart both assessments.

What are the similarities/differences?

Pair and Share

In pairs, discuss your results with each other.

Does your colleague have similar or different scoring on the 9 characteristics.

Are you and your co-worker a good “**fit**”?

How about with the children and/or a parent?

Where do you see potential *conflicts*? *Strengths*?

What challenges could this fit cause? Opportunities?

What does that mean for you and your co-worker?

How does this knowledge help you?

PUSHY PARTNERS



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Focus: Teamwork, Cooperation, Conflict

Time: 5-10 minutes

Objectives:

1. Acknowledge the existence of conflict
2. Identify ways to handle conflict
3. Brainstorm ways to reduce conflict

Materials needed:

Watch with timer

Introduction:

Like stress, conflict is inevitable; like stress, it can also be both positive and negative.

Positive dynamics

of conflict include increased energy and attention. Negative aspects of conflict include resistance and

defensiveness. The famed psychologist Kurt Lewin viewed the social environment as a field which

impacted in an interactive way with a person's psychological state and vice versa.

Yoda in Star Wars brought this "Field Theory" to the big screen, with his kind exit message, "may the force (field) be with

you.” Star Wars fans know that Luke had to influence the force (field) for the force to work with him.

This quick exercise illustrates the typical negative dynamics (and force) of conflict.

Directions:

Pair up participants and have them stand facing each other. Ask them to raise their hands and place their palms against their partners’.

When you call “GO,” they must push against their partners’ hands. Encourage them throughout: “Keep pushing. Push! Just a few seconds longer. That’s it, push!”

After 30 seconds to a minute, call time. Thank everyone, and ask them to sit back down.

Conduct a discussion utilizing the questions below.

Debriefing Questions:

When you pushed against your partner’s hands, *what did your partner need to do in order to maintain equilibrium?* (answer: push back)

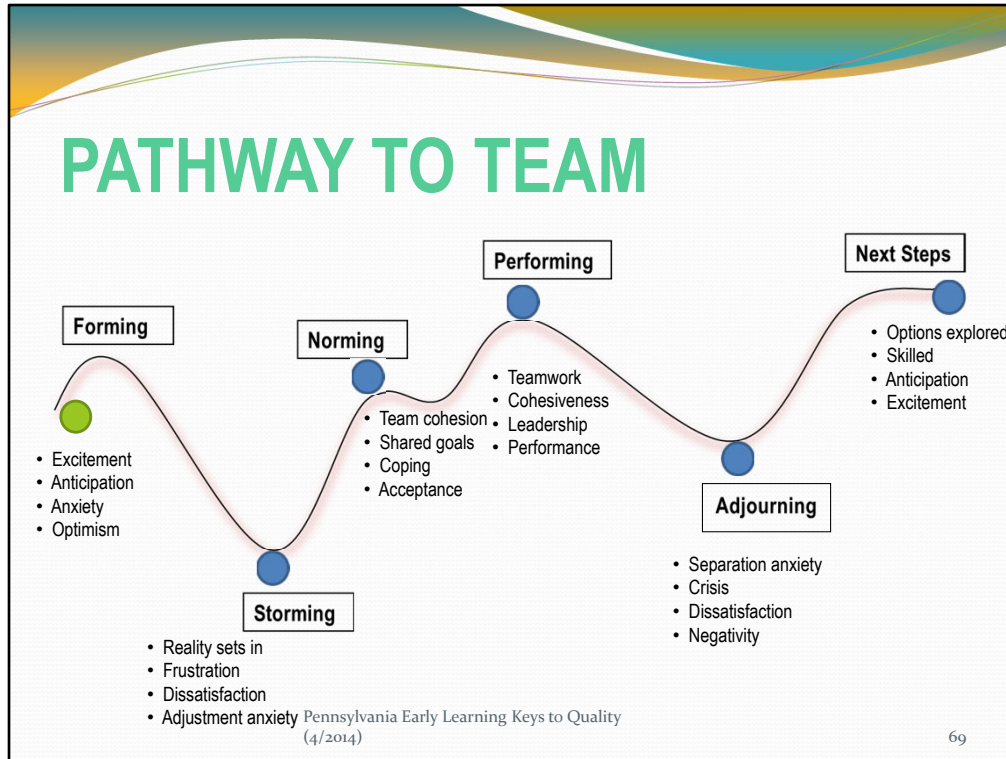
If you pushed harder, *what did your partner have to do in response?* (answer: push back harder)

Think about responding to someone with a different outlook, idea, or opinion from your own. How could you verbally “push” in those situations, making the other person want to push back harder against you? [If no one brings it up, suggest that one way is to contradict the person’s idea].

What are some ways you could respond to an opinion you disagree with that *wouldn’t* result in the other person feeling pushed against? [Help participants to understand that by beginning a discussion with clarifying, neutral questions, rather than statement that oppose the other person’s position, a more positive and sharing dialogue will ensue].

Are there any additional benefits to asking questions about an opinion or idea you don’t immediately agree with?

*Reference: Adapted from: Tamblyn, D. & Weiss, S.. (2000). *The big book of humorous training games*. McGraw-Hill, NY, NY.



HANDOUT #14

Walk through the stages on this pathway.

Characteristics of each stage should be briefly reviewed with participants. It is important to stress that, while the road generally moves from left to right, sometimes a team may reverse direction and go back to an earlier stage.

Large Group Discussion

Think about teams you have been involved with.

This graphic can be presented as the road to group development with designated “rest stops” along the way to becoming a functioning team and beyond.

Let’s look in greater detail at a few of these “stops” on the pathway to team.

TEAM DEVELOPMENT CHART

	Form	Storm	Norm	Perform
Characteristics of the Group	<ul style="list-style-type: none"> Uncertain Tentative Serious Unclear of Goals 	<ul style="list-style-type: none"> Conflict Team Organizing Goals still unclear Hostility Defensiveness 	<ul style="list-style-type: none"> Committed to tasks Conflicts resolved Harmony Sense of team pride 	<ul style="list-style-type: none"> Fully functional Self-organizing Flexible Innovative
Team Member Behaviors	<ul style="list-style-type: none"> Talkative Polite/Optimistic Fearful/Anxious Seeking belonging 	<ul style="list-style-type: none"> Disagree May resist demands of teamwork and homework 	<ul style="list-style-type: none"> Comfortable Sense of belonging Share and enjoy work Work earnestly 	<ul style="list-style-type: none"> Function well together Understand others Experiences personal growth
Leader's Tasks	<ul style="list-style-type: none"> Give clear direction Get members acquainted Create positive atmosphere Assign straight-forward, simple tasks Sensitive to team's need for direction 	<ul style="list-style-type: none"> Open up conflict Move toward negotiation and consensus Get members to assume more tasks responsibly 	<ul style="list-style-type: none"> Let team assign own tasks Provide direction Hold celebrations Encourage team to review own goals and progress Listener and facilitator 	<ul style="list-style-type: none"> Consult Inspire / Provide new vision Be involved in tasks as needed / Participate Keep communication & information flowing Reinforce / Celebrate achievement
Output	<ul style="list-style-type: none"> Little gets done 	<ul style="list-style-type: none"> Low 	<ul style="list-style-type: none"> Moderate to high 	<ul style="list-style-type: none"> Very high
Facilitation Tasks	<ul style="list-style-type: none"> Organize Teach Ground rules Set standards Goal Setting Manage expectations 	<ul style="list-style-type: none"> Listen and observe Enforce ground rules Conflict management Counsel Advise Intervention 	<ul style="list-style-type: none"> Feedback Affirm Coach Encourage 	<ul style="list-style-type: none"> Foster consensus Coach

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HANDOUT #15

Let's look closer chart looks at the first four areas of the pathway to team; form, storm, norm and perform. Within each of these steps there are characteristics, behaviors, and tasks indicative of that step. We are going to break it down into each of the steps mentioned.

Lets begin with Form

	Form
Characteristics of the Group	<ul style="list-style-type: none"> • Uncertain • Tentative • Serious • Unclear of Goals
Team Member Behaviors	<ul style="list-style-type: none"> • Talkative • Polite/Optimistic • Fearful/Anxious • Seeking belonging
Leader's Tasks	<ul style="list-style-type: none"> • Give clear direction • Get members acquainted • Create positive atmosphere • Assign straight-forward, simple tasks • Sensitive to team's need for direction
Output	<ul style="list-style-type: none"> • Little gets done
Facilitation Tasks	<ul style="list-style-type: none"> • Organize • Teach • Ground rules • Set standards • Goal Setting • Manage expectations




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During this stage, most teams are positive and polite. However, there could also be anxiety and/or uncertainty as the specific roles are often still unclear. Think about the first encounter you had with your colleague (s). What did that encounter look like and how did it make you feel?


	Storm
Characteristics of the Group	<ul style="list-style-type: none"> • Conflict • Team organizing • Goals still unclear • Hostility • Defensiveness
Team Member Behaviors	<ul style="list-style-type: none"> • Disagree • May resist demands of teamwork and homework
Leader's Tasks	<ul style="list-style-type: none"> • Open up conflict • Move toward negotiation and consensus • Get members to assume more tasks responsibly
Output	<ul style="list-style-type: none"> • Low
Facilitation Tasks	<ul style="list-style-type: none"> • Listen and observe • Enforce ground rules • Conflict management • Counsel • Advise • Intervention



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The next stage/phase of team development is often the most stressful. During this phase, conflicts often arise as boundaries are tested. This usually occurs when there is a difference of opinion and/or working style. It is easy to become frustrated and overwhelmed during this phase. Think about a time when you experienced difficulty within your team dynamic. Was it due to unclear expectations and/or unestablished goals? Was there a lack of communication and/or support?




	Norm
Characteristics of the Group	<ul style="list-style-type: none"> • Committed to tasks • Conflicts resolved • Harmony • Sense of team pride
Team Member Behaviors	<ul style="list-style-type: none"> • Comfortable • Sense of belonging • Share & enjoy work • Work earnestly
Leader's Tasks	<ul style="list-style-type: none"> • Let team assign own tasks • Provide direction • Hold celebration • Encourage team to review own goals and progress • Listener and facilitator
Output	<ul style="list-style-type: none"> • Moderate to high
Facilitation Tasks	<ul style="list-style-type: none"> • Feedback • Affirm • Coach • Encourage

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While storming can be difficult, teams tend to gradually move into the norming phase. This is the phase of team building when differences are resolved (even if you agree to disagree, but find a “happy medium”), and you begin to appreciate individual strengths. During this phase goals are set, and there is often a sense of renewed commitment.




	Perform
Characteristics of the Group	<ul style="list-style-type: none"> • Fully functional • Self organizing • Flexible • Innovative
Team Member Behaviors	<ul style="list-style-type: none"> • Function well together • Understand others • Experiences personal growth
Leader's Tasks	<ul style="list-style-type: none"> • Consult • Inspire / Provide new vision • Be involved in tasks as needed / Participate • Keep communication & information flowing • Reinforce / Celebrate achievement
Output	<ul style="list-style-type: none"> • Very high
Facilitation Tasks	<ul style="list-style-type: none"> • Foster consensus • Coach

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This is the stage when teams are **determined** to achieve the goals that they have set. There is a clear understanding or perspective roles, and the overall success of the team is beneficial for everyone.



TEAM BUILDING WITH COLLEAGUES

- Many programs use a team teaching approach
- Each teaching team is unique
- What makes a successful team?

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Ask who's been part of a successful teaching team?

What makes a successful team?

- Constant communication
- Respect for each other's background and experiences
- Shared vision and goals for classroom
- Working together to achieve them

Cultural. Temperament, philosophical external factors.

TEAM BUILDING QUESTIONS

- How will our team work together to assure that all children are given every opportunity to develop and grow to their fullest potential?
- What challenges do we need to overcome to meet children's and family's needs?
- How will we work together *as a team* to meet our program requirements?

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HANDOUT #16 – Action Plan

It is part of your job to figure out how to meet the requirements of your program and how to work together to make that happen.

What requirements must your program meet (**e.g. performance standards**)?

As you answer these and other important questions about your classroom, together you will strengthen your relationship and realize the benefits of a team teaching approach with preschool children.

HANDOUT – Action Plan & Questions

Take the action plan and complete the first three columns: Focus/action steps/resources toward your work at building a team.

Identify 2 points of focus

Give participants an opportunity to share their thoughts.

We end this session with you having an action plan you can take back to your program and begin to implement

Postcards

Give each participant a postcard to

- 1- write their address on one side
- 2- write their 2 focus areas on the other side.
- 3- Hand in

They will be mailed out in a month or so for you to see how you are progressing on your action plan.

IN SUMMARY

What Will You Do Differently?

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In Summary

Everyone brings a variety of perceptions, traits, and experiences into a relationship.

Our responsibility as the teacher/caregiver is to identify those perceptions, traits and experiences of our children, families and colleagues to better understand them and to fill the piggy banks, to strengthen our relationships.

(Click)What will you do differently to begin filling those piggy banks?

QUESTIONS?



COMMENTS?

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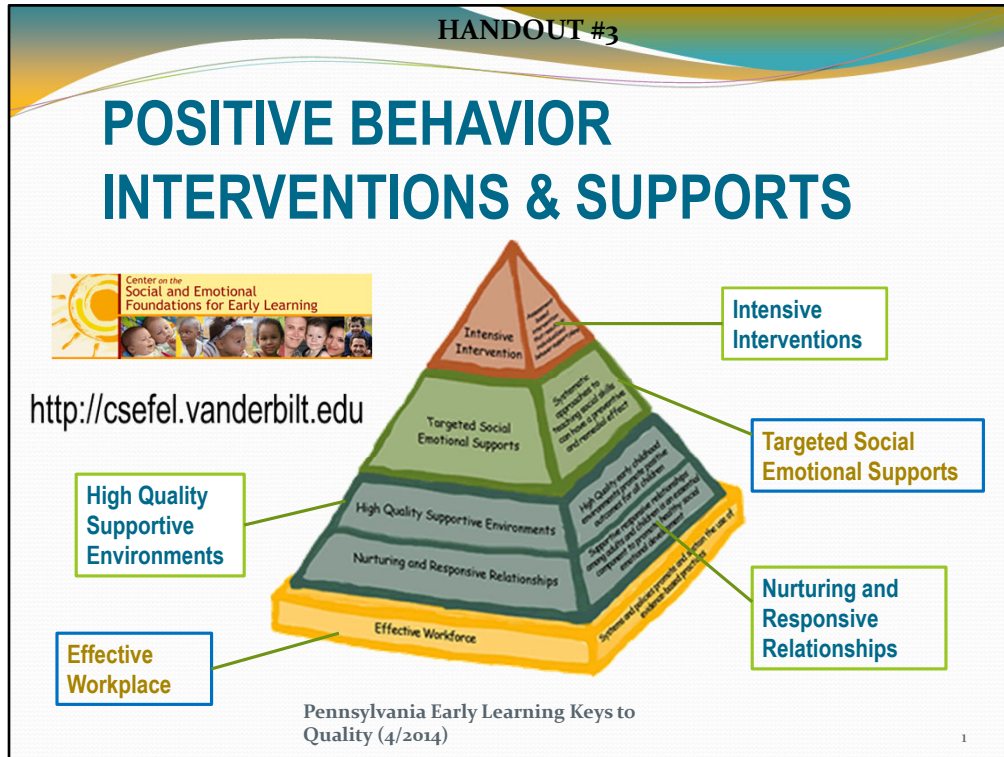
**Check your folder for additional resources that will help you
in your work with children, families & colleagues.**



Evaluations ...

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HANDOUT #3

Are you familiar with social emotional pyramid?

Lecture

Research has shown that “strong teacher-child relationships and quality classroom practices are related to higher social skills, such as completing tasks and interacting positively with peers”.(IMS, HS, 2008)

Notice where Relationships fits into this pyramid. It lays the foundation for so much of our work. Efforts toward strengthening relationships with children, families and colleagues lay the foundation for so much of our work with children. It is an essential component to promote healthy social emotional development.

The next level is high quality supportive environments. High Quality early childhood environments promote positive outcomes for ALL children

The top two levels of the pyramid begin to focus targeted supports for

specific behaviors and children.

Show website if able <http://csefel.vanderbilt.edu/>

If not, refer to the email address and let them know that there are many resources available for teachers to use in the classroom.

HANDOUT #4

Quiz: Which Muppet are you?



*Are you a Kermit, or more of an Animal? Every Muppet is unique but, if there's one thing Jim Henson's creations have taught us, it's that each character brings something valuable to the show. So what are your strengths and weaknesses? Take this quick quiz and find out which Muppet **you** are...*

What's your favorite TV show?

- a. Anything on MTV
- b. Total Wipeout
- c. Live at the Apollo
- d. How to Look Good Naked
- e. The News
- f. The X Factor

What's your idea of a great night out?

- a. Speed dating
- b. Paintballing
- c. Visit to a comedy club
- d. An all-you-can-eat buffet with your beloved
- e. Trip to the theatre
- f. Staying in

What quality do you look for in your ideal partner?

- a. No-strings relationship
- b. Optimism
- c. Great sense of humor
- d. Good looks
- e. Supportiveness
- f. Honesty

Your best friend is in crisis. How do you make them feel better?

- a. Take them to the bar and hog the karaoke machine
- b. Go bungee-jumping, sky-diving or snowboarding - nothing focuses the mind like danger!
- c. Help them find the humor in their situation
- d. Tell them about your own problems – they need to get their priorities right!
- e. Talk to them on the phone for hours and offer practical solutions
- f. Encourage them to write a book about their experiences – it'll give you a chance to poke fun at them anonymously in internet forums

Which of these colors is your favorite?

- a. Red
- b. Blue
- c. Orange
- d. Pink
- e. Green
- f. Grey

Who is your favorite celebrity?

- a. Keith Moon
- b. Bear Grylls
- c. Jerry Seinfeld
- d. Madonna
- e. Oprah
- f. I don't have one, the whole idea of celebrity is ridiculous

HANDOUT #4

The moment of truth... Tot up your answers and find out which Muppet you're most like!

Mostly As You are Animal. Everything in life excites you. There are so many opportunities out there – Sometimes you get so fired up by an idea you can be a little scary, but actually you're more thoughtful and deeper than many give you credit for.

Mostly Bs You are Gonzo. Whether it's extreme sports or just a new way of working, if there's a risk to be taken, you'll seize it with both hands. One of a kind, you're an optimistic daredevil who will dedicate yourself completely to a cause – regardless of its chances of success.

Mostly Cs Like Fozzie Bear, you believe life is for laughing. And you're determined to spread that belief around, whether people find your jokes funny or not. But even if they don't like your puns and pranks, they won't be able to resist your endless optimism. Just as Fozzie will try his hand at anything – be it ventriloquism, roller-skating or magic -you're always keen to learn new skills, too.

Mostly Ds Like Miss Piggy, you know you look good, have bags of talent - and only the best is good enough for you. What harm can it do to tell people all that? It just gives them more reason to love you! You'll do anything to be the center of attention and when you set your heart on something, you won't take no for an answer...

Mostly Es You are Kermit. Generally calm and centered, you're the person everyone turns to in a crisis. You can get angry if people take you for granted and occasionally panic when the chaos you're dealing with threatens to overwhelm even *your* considerable powers. But you have a big heart and will never want for friends.

Mostly Fs Statler and Waldorf might very well ask you to join them in the balcony –if they could be bothered to make a new friend, that is. Don't hold your breath. OK, so occasionally you're grumpy and a bit over-critical: so what? It's important to tell the truth sometimes, right? And even if no one else gets the joke, at least you find yourself funny...

HANDOUT #5

STAGES OF CULTURAL COMPETENCE

Cultural Destructiveness	Using one's power to eliminate the culture of the other
Cultural Incapacity	Dis-empowers another's culture
Cultural Blindness	Acting as if cultural differences do not matter or as if there are not differences
Cultural Pre-Competence	Recognizing the limitations of one's skills or an organization's practices when interacting with other cultural groups
Cultural Competence	Interactions using elements of an advanced cultural competence as standards
Advanced Cultural Competence	Esteem culture; knowing how to learn about organizational culture. Interacts effectively in various groups. Open to change

HANDOUT

Cultural Destructiveness and incapacity are “resistant”

Perceived threat to personal values or attitudes (may or may not be real)

Passive or active

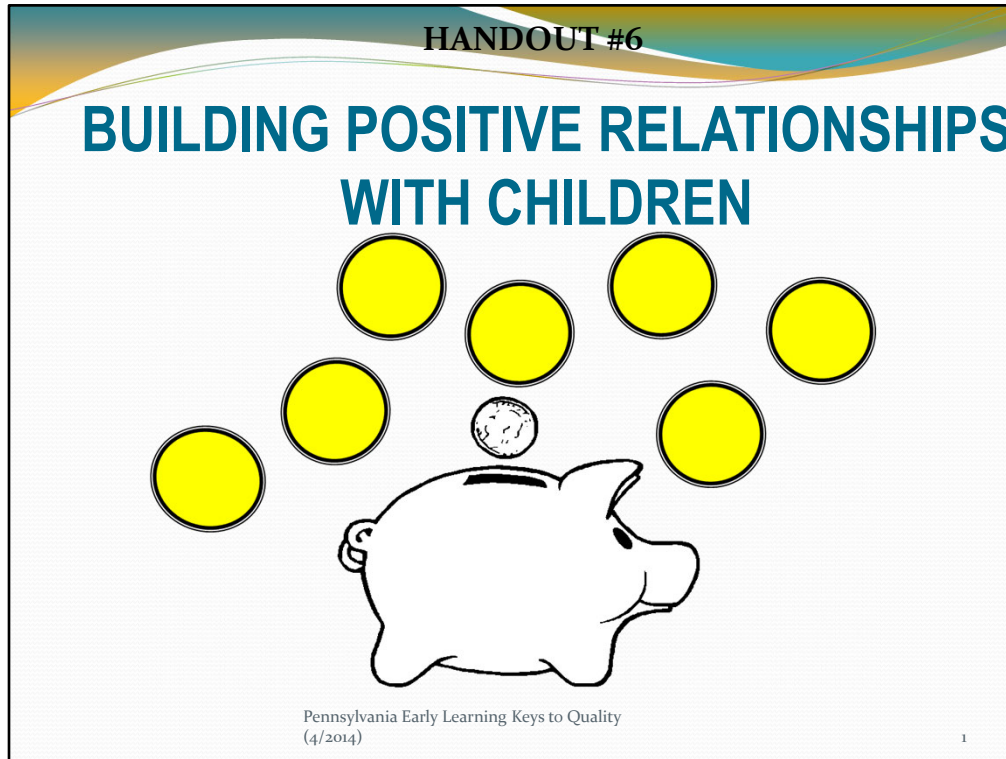
Overt or covert

Independent or organized

Aggressive or timid

Cultural blindness and pre-competence are “neutral”

Cultural competence and advanced cultural competence are “engaged”



HANDOUT #6

We sometimes take for granted how every interaction we have with children has the potential to strengthen or hinder our personal relationship with them. Using the idea of a piggy bank as our mental model, let's discuss and reflect on what you do to "make deposits" to strengthen your relationship with an individual child.

Small Group

Each group has a piggy bank and lots of golden coins to write down interactions which would go into piggy bank.

Large Group

Discuss the interactions written on the coins round-robin.

After group has finished sharing they put their coins on Piggy Bank chart

Some examples: Empathy, Play, Happy Grams, Notes Home, Home Visits, Time & Attention and Share, Greet them, Play, Conversation, Listen,

Smile, Say good bye, Sit together at lunch

Now let's discuss what may be considered a "withdrawal".



Unfortunately we cannot forget about withdrawals from our piggy bank. What might you do, possibly unintentionally, that would be considered a “withdrawal” from building the positive relationship with children?

Examples:

Too busy to say good morning/good bye/play/sit at lunch

Do something else while child talking to you

Compare the two charts.

This may be different for each group you present it to. There are three possible scenarios: More building coins filling pig, more decreasing relationship coins, or both very close.

Take the discussion wherever the coins lead you. Can we think of more building/decreasing relationship ideas?

Next we are going to spend time thinking about the different types of temperaments that we may encounter in our work with children families and colleagues, which may affect whether we are increasing or decreasing our positive relationships.

HANDOUT #7

Your Temperament Assessment Scale

By answering the following questions for yourself, you can increase your understanding of your own temperament.

1. **Activity Level.** How much do you need to move around during the workday? Can you sit through a long meeting without wiggling?

High Activity	1	3	5	Low Activity
---------------	---	---	---	--------------

- 2. Regularity.** How regular are you in your eating, sleeping and elimination habits?

Regular	1	3	5	Irregular
---------	---	---	---	-----------

3. **Adaptability.** How quickly do you adapt to a change in schedule or routine, a new place or food?

Adapt quickly	1	3	5	Adapt Slowly
---------------	---	---	---	--------------

4. *Approach/Withdrawal*. How do you react the first time to new people, new places, activities or tools?

Initial approach	1	3	5	Initial withdrawal
------------------	---	---	---	--------------------

5. **Physical Sensitivity.** How aware are you of slight differences in noise level, temperature, or touch?

Low sensitivity 1 3 5 High sensitivity

6. **Intensity of Reaction.** How strong are your reactions?

High intensity 1 3 5 Mild reaction

- 7. Distractibility.** Are you easily distracted?

Highly distractibility 1 3 5 Low distractibility

8. **Positive or Negative Mood.** How much of the time do you show pleasant, joyful behavior compared with unpleasant or grouchy moods?

Positive mood 1 3 5 Negative mood

9. **Persistence.** How long will you continue with a difficult task?

High Persistence	1	3	5	Low Persistence
------------------	---	---	---	-----------------

HANDOUT #7

Temperament Assessment Chart

	Activity Level	Regularity	Adaptability	Approach/ Withdrawn	Physical Sensitivity	Intensity of Reaction	Distractibility	Positive/ Negative Mood	Persistence
Rating	Low Activity	Irregular	Adapt Slowly	Withdrawn	High Sensitivity	Mild Reaction	Low Distractibility	Negative Mood	Low Persistence
5									
4									
3									
2									
1									
	High Activity	Regular	Adapt Quickly	Approaches	Low Sensitivity	High Intensity	High Distractibility	Positive Mood	High Persistence

Handout #8

The Temperament Assessment Scale for Children

By answering the following questions for each child, you can increase your understanding of the temperaments of the children you serve.

1. **Activity Level.** How much does the child wiggle and move around when being read to, sitting at a table, or playing alone?

High Activity 1 3 5 Low Activity

2. **Regularity.** Is the child regular about eating times, sleeping times, amount of sleep needed, and bowel movements?

Regular 1 3 5 Irregular

3. **Adaptability.** How quickly does the child adapt to changes in her or his schedule or routine? How quickly does the child adapt to new foods and places?

Adapts quickly 1 3 5 Slow to adapt

4. **Approach/Withdrawal.** How does the child usually react the first time to new people, new foods, new toys, and new activities?

Initial approach 1 3 5 Initial withdrawal

5. **Physical Sensitivity.** How aware is the child of slight noises, slight differences in temperature, differences in taste, and differences in clothing?

Not sensitive 1 3 5 Very sensitive

6. **Intensity of Reaction.** How strong or violent are the child's reactions? Does the child laugh and cry energetically, or does she or he just smile and fuss mildly?

High intensity 1 3 5 Mild reaction

7. **Distractibility.** Is the child easily distracted, or does she or he ignore distractions? Will the child continue to work or play when other noises or children are present?

Very distractible 1 3 5 Not distractible

8. **Positive or Negative Mood.** How much of the time does the child show pleasant, joyful behavior compared with unpleasant crying and fussing behavior?

Positive mood 1 3 5 Negative mood

9. **Persistence.** How long does the child continue with one activity? Does the child usually continue if it is difficult?

Long attention span 1 3 5 Short attention span

HANDOUT #9

SUPPORTING THE TEMPERAMENTS IN MY GROUP

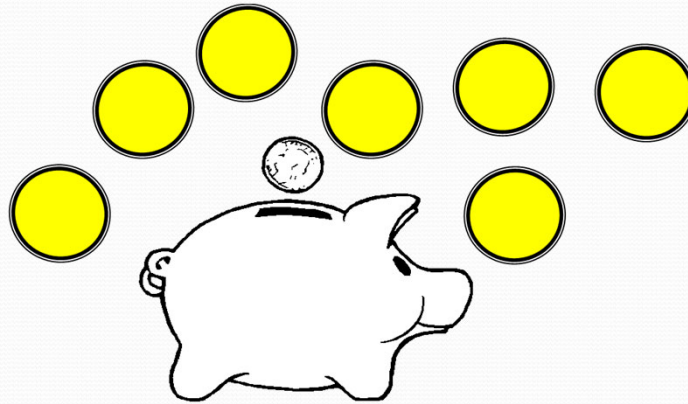
Program _____

Teacher _____

CHILD & TEMPERAMENT	BEHAVIORAL INDICATORS	WHAT HE/SHE NEEDS FROM ME
Name: Temperament:		
Name: Temperament:		
Name: Temperament:		
Name: Temperament:		

Developed by Cheri Longaker. @ WestEd, The Program for Infant/Toddler Caregivers. This document may be reproduced for educational purposes.

BUILDING POSITIVE RELATIONSHIPS WITH COLLEAGUES



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HANDOUT

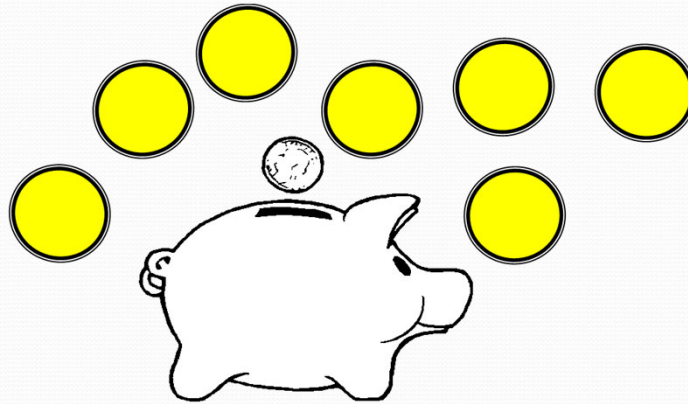
How does the concept of deposits and withdrawals apply to relationships with colleagues in your program?

Revisit statements from gallery walk related to team development.

How do you make deposits with your colleagues in your program?

Examples

DECREASING POSITIVE RELATIONSHIPS WITH COLLEAGUES



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How does the concept of deposits and withdrawals apply to relationships with colleagues in your program? What are some withdrawals that can affect relationships with colleagues?

Share some **examples** of colleague withdrawals.

HANDOUT #11

How Well Do You Know Your Families?

Family's Name	Something Special I Know About This Family	How Can I Use This Information to Build a Relationship and Support Children's Learning

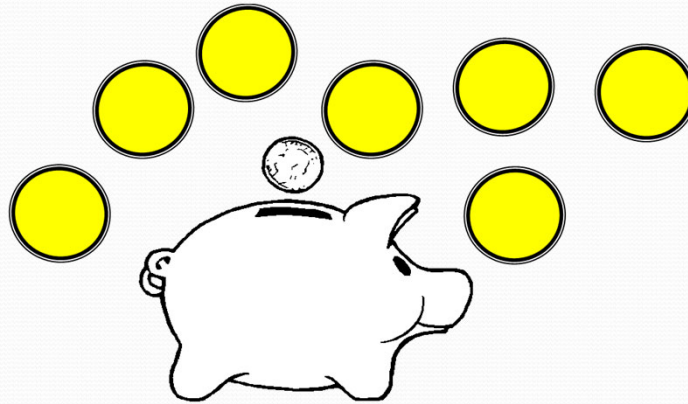
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HANDOUT #12

Dealing with Misunderstandings

Situation	The Teacher's View	The Family's View	A Partnership View
Sonya's teacher describes how pleased she is that Sonya has begun to speak up more in class and share her ideas. The parents say nothing when they leave the conference.	Talking in class is an important goal for all children. Initially, Sonya rarely spoke up in a group, so the change is an exciting development. She will learn more if she participates actively and puts her ideas into words to express what she knows.	Speaking up in a group means Sonya is boasting and we do not approve of this behavior. We want our daughter to be respectful and quiet so she can learn.	
After conducting a workshop on ways that parents can help their children learn at home, and providing written suggestions, teachers find that several parents do not follow through.	Parents who don't spend time on activities with their child at home just don't care very much about their success at school. The more families are involved, the better children will do in school.	It's the teacher's job to teach my child, not mine. I don't know how to do what the teacher is asking.	
After careful observations over time, a teacher is concerned that a child's language is delayed and suggests an evaluation. The parents fail to make an appointment with a specialist.	If a real problem exists, it should be identified as early as possible. Parents should want to get all the help they can for their child.	In life, we must accept what we are given. Why interfere?	
Carlo's mother unzips his coat and hangs it in his cubby along with his mittens and boots. The teacher says, "Carlos, you can unzip and hang up your own coat, can't you? Tomorrow, show your Mom how you can do things for yourself."	Self-help skills and developing independence are important objectives for children. Carlos's mother is treating him like a baby.	Helping my child is one way I show him how much his family loves him. I want to care for him, especially just before I have to say good-bye for the day. There's plenty of time for him to learn to take care of himself.	

BUILDING POSITIVE RELATIONSHIPS WITH COLLEAGUES



Pennsylvania Early Learning Keys to Quality
(4/2014)

1

HANDOUT

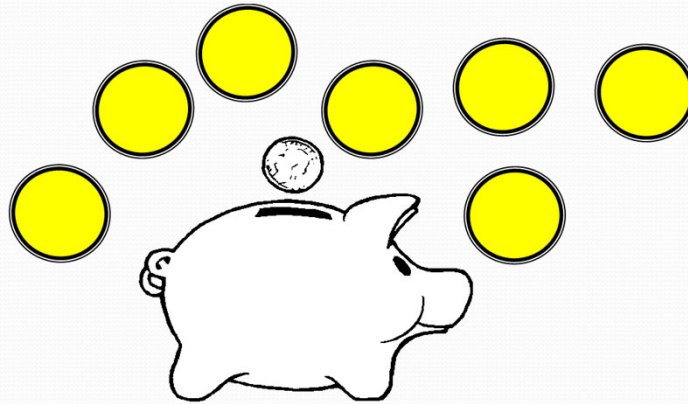
How does the concept of deposits and withdrawals apply to relationships with colleagues in your program?

Revisit statements from gallery walk related to team development.

How do you make deposits with your colleagues in your program?

Examples

DECREASING POSITIVE RELATIONSHIPS WITH COLLEAGUES



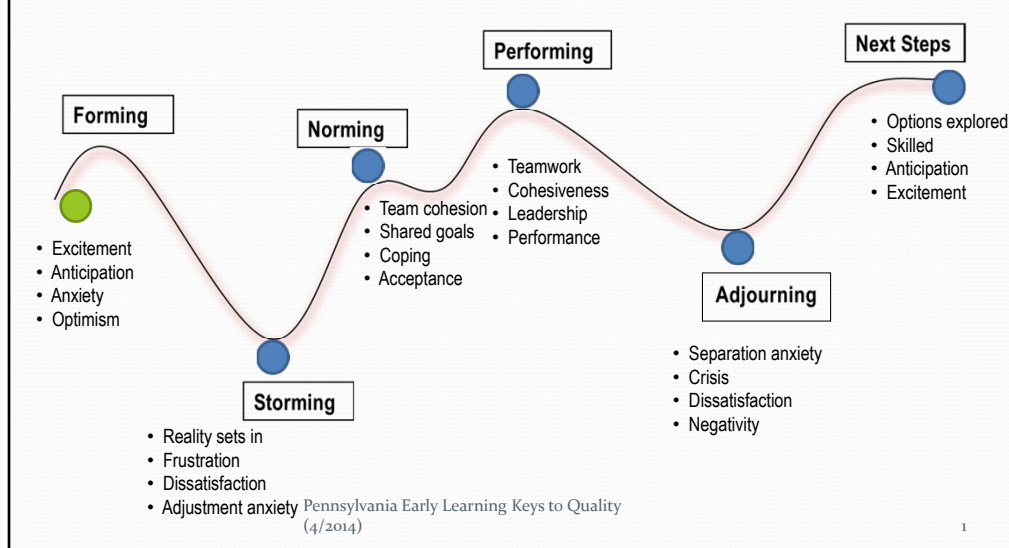
Pennsylvania Early Learning Keys to Quality
(4/2014)

2

How does the concept of deposits and withdrawals apply to relationships with colleagues in your program? What are some withdrawals that can affect relationships with colleagues?

Share some **examples** of colleague withdrawals.

PATHWAY TO TEAM



HANDOUT

Walk through the stages on this pathway.

Characteristics of each stage should be briefly reviewed with participants. It is important to stress that, while the road generally moves from left to right, sometimes a team may reverse direction and go back to an earlier stage.

Large Group Discussion

Think about teams you have been involved with.

This graphic can be presented as the road to group development with designated “rest stops” along the way to becoming a functioning team and beyond.

Let’s look in greater detail at a few of these “stops” on the pathway to team.

HANDOUT #15

	Form	Storm	Norm	Perform
Characteristics of the Group	<ul style="list-style-type: none"> • Uncertain • Tentative • Serious • Unclear of Goals 	<ul style="list-style-type: none"> • Conflict • Team organizing • Goals still unclear • Hostility • Defensiveness 	<ul style="list-style-type: none"> • Committed to tasks • Conflicts resolved • Harmony • Sense of team pride 	<ul style="list-style-type: none"> • Fully functional • Self organizing • Flexible • Innovative
Team Member Behaviors	<ul style="list-style-type: none"> • Talkative • Polite / Optimistic • Fearful / Anxious • Seeking belonging 	<ul style="list-style-type: none"> • Disagree • May resist demands of teamwork and homework 	<ul style="list-style-type: none"> • Comfortable • Sense of belonging • Share & enjoy work • Work earnestly 	<ul style="list-style-type: none"> • Function well together • Understand others • Experiences personal growth
Leader's Tasks	<ul style="list-style-type: none"> • Give clear direction • Get members acquainted • Create positive atmosphere • Assign straight-forward, simple tasks • Sensitive to team's need for direction 	<ul style="list-style-type: none"> • Open up conflict • Move toward negotiation and consensus • Get members to assume more tasks responsibly 	<ul style="list-style-type: none"> • Let team assign own tasks • Provide direction • Hold celebration • Encourage team to review own goals and progress • Listener and facilitator 	<ul style="list-style-type: none"> • Consult • Inspire /Provide new vision • Be involved in tasks as needed / Participate • Keep communication & information flowing • Reinforce / Celebrate achievement
Output	<ul style="list-style-type: none"> • Little gets down 	<ul style="list-style-type: none"> • Low 	<ul style="list-style-type: none"> • Moderate to high 	<ul style="list-style-type: none"> • Very high
Facilitation Tasks	<ul style="list-style-type: none"> • Organize • Teach • Ground rules • Set standards • Goal setting • Manage expectations 	<ul style="list-style-type: none"> • Listen and observe • Enforce ground rules • Conflict management • Counsel • Advise • Intervention 	<ul style="list-style-type: none"> • Feedback • Affirm • Coach • Encourage 	<ul style="list-style-type: none"> • Foster consensus • Coach

HANDOUT #16

ACTION PLAN

Staff Person _____

Date Initiated _____

Focus Area	Action Step(s)	Resources/Supports	Results