



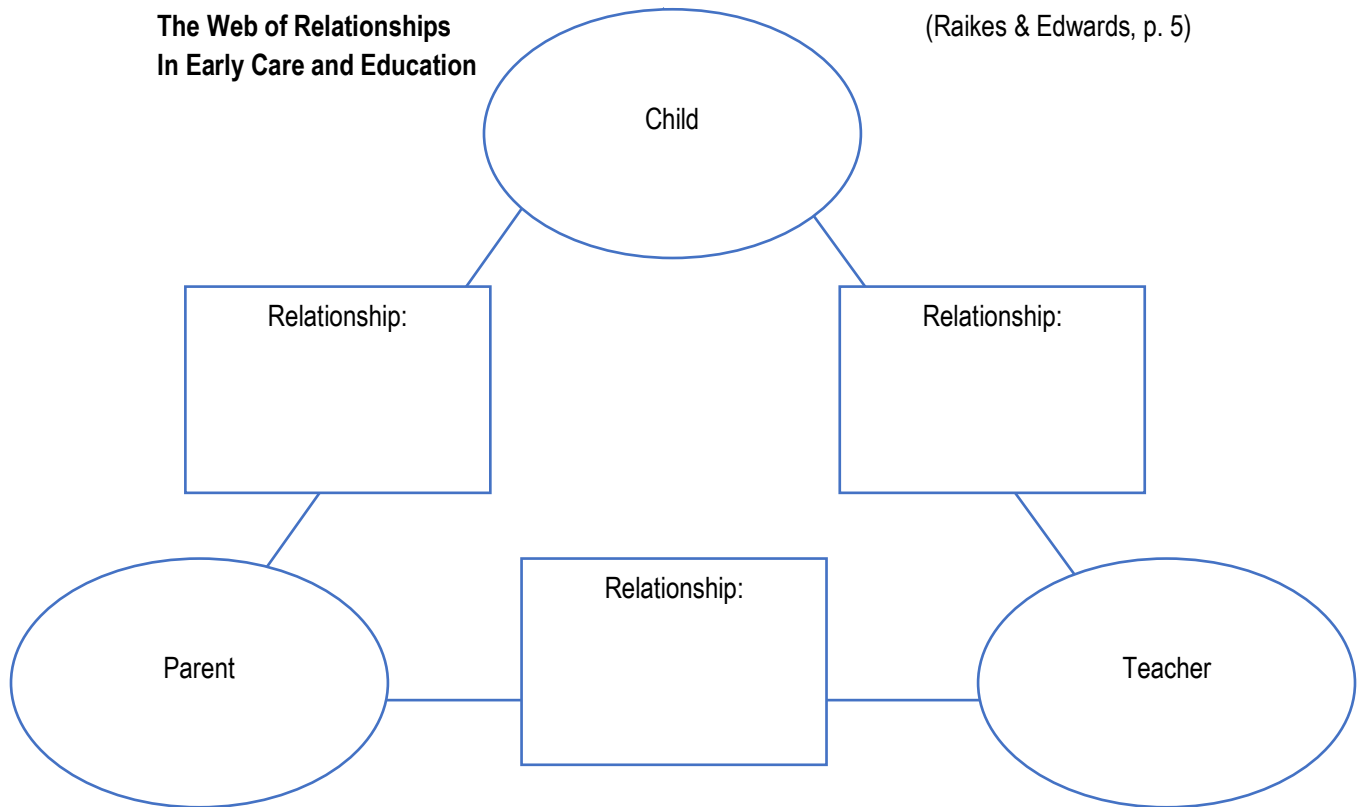
Building Stronger Programs: Relationships Are the Key!

Learning Objectives:

- ✓ Identify benefits of responsive relationships for children, adults and programs
- ✓ Describe the 3 components of relationship-based care
- ✓ Develop a plan to enhance the web of relationships among teachers, children and families

The Web of Relationships In Early Care and Education

(Raikes & Edwards, p. 5)



The Importance of Responsive Relationships

ADULT-CHILD RELATIONSHIPS – BENEFITS TO CHILDREN

What Brain Research Tells Us:

“The most important thing children need to thrive is to live in an environment of **relationships** that begins in their family but also extends out to include adults that are not family members in their child care centers and other programs.”

(http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change)

What Child Development Research Tells Us - Children with close teacher-child relationships in preschool have:

- Better social-emotional development:
 - Good _____ interactions
 - Later positive relationships with teachers and peers
 - Higher level _____ skills
 - Better frustration tolerance
- Lower symptoms of _____ and depression
- Lower levels of aggression

- Better cognitive and language development and later school achievement:
 - Improved attention skills
 - Higher _____ scores
 - Advanced language and literacy skills
- School readiness
- Young children's _____ in school
- Higher levels of competence in elementary school

(The Importance of Teacher-Child Relationships in Head Start, 2008)

ADULT-CHILD RELATIONSHIPS – BENEFITS TO ADULTS

“Teachers who had high-quality relationships with their students had 31 percent fewer discipline problems, rule violations, and related problems over a year’s time than did teachers who did not have high-quality relationships with their students.” (Marzano, & Marzano, p. 6)

BENEFITS OF ADULT-ADULT RELATIONSHIOPS

Parent-Teacher Relationships	Teacher-Teacher Relationships	Parent-Parent Relationships	Teacher-Director Relationships

Strategies for Prioritizing Relationships

Use Connecting Activities
Low ratios & small group sizes
Primary caregiving
Continuity of care
Smooth transitions
Schedules that prioritize relationships
Building a caring community

RESOURCES

Baker, A.C. & Manifretti/Peditt, L.A. (2004). *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, CD: National Association for the Education of Young Children.

Building better beginnings: Improving Texas child care standards. (2010). Texas Association for Infant Mental Health.
<https://www.yumpu.com/en/document/view/30810514/building-better-beginnings-improving-texas-child-care-standards>

Forrester, M. M. & Albrecht, K. M. (2014). *Social emotional tools for life: An early childhood teacher's guide to supporting strong emotional foundations and successful social relationships*. Houston: Innovations in ECE Press.

Marzano, R.J. & Marzano, J.S. (2003). The key to classroom management. *Educational Leadership* 61(1) 6-13.
https://www.researchgate.net/profile/Robert-Marzano/publication/283749466_The_Key_to_Classroom_Management/links/56f26c0908aed354e57293d3/The-Key-to-Classroom-Management.pdf

National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships*. Working Paper No. 1. Retrieved from <http://www.developingchild.net>

Raikes, H. H. & Edwards, C. P. (2009). *Extending the dance in infant and toddler caregiving: enhancing attachment and relationships*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.

Sosinsky, L. et al. (May 2016). *Including relationship-based care practices in infant-toddler care: Implications for practice and policy*. Network of Infant/Toddler Researchers. <https://files.eric.ed.gov/fulltext/ED606686.pdf>

The role of relationships in early childhood education. 2012. *Young Children* 67 (5): 10-51. [See pages 50-51 for additional resources]

The Importance of Teacher-Child Relationships in Head Start [Note: I couldn't locate the original resource used. I did find a helpful webinar at <https://eclkc.ohs.acf.hhs.gov/video/infanttoddler-teacher-time-episode-3>]