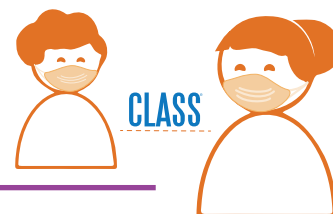


# RELATIONSHIPS & REGULATION



## About Relationships & Regulation

Toddlers reinforce their trust in caregivers while venturing into the world on their own. Along with stable relationships and independence, they need frequent reminders of behavioral expectations to keep themselves and their peers safe. With support and regulation, educators can help buffer the effects of stress or trauma and promote healthy child development.

## CLASS Focus

### PC Positive Climate

Your connection with children and the warmth, respect, and enjoyment of your verbal and nonverbal interactions.

### TS Teacher Sensitivity

Responsiveness to each child's needs and emotions. The extent to which you provide comfort and encouragement as a secure base for children.

### RCP Regard for Child Perspectives

The degree to which your interactions with children emphasize their interests and points of view and encourage their independence.

### BG Behavior Guidance

How effectively you promote children's behavioral self-regulation by using proactive strategies, supporting positive behavior, and guiding and minimizing problem behavior.

## Planning for Socially Distanced Relationships & Regulation

Children learn best in a warm, safe environment. While positive interactions strengthen a classroom community, clear safety expectations promote healthiness. Remind children that these measures are in place because you care about them.

### Modeling Respect for One Another

Each interaction influences a child's emotions and behaviors. Showing children respect with a calm voice, eye contact, and respectful language can guide them to reciprocate respect with grownups and peers alike.

Some Suggestions

- 1 Sit at children's eye level and engage in conversations.
- 2 Mirror children's affect and name their emotions.
- 3 Explain what you're about to do—and how it's safe—if it relates to children's bodies.

Your Idea(s)

### Providing Comfort during Difficult Situations

Building trusting relationships with children allows them to accept comfort from you, and a calm emotional state promotes learning. So establishing a safe, consistent environment for children is essential to their development.

Some Suggestions

- 1 Gently validate children's emotions when they feel frustrated, sad, or angry.
- 2 Offer another activity when a child is not having a good time.
- 3 When your mask upsets a child, use it to play peekaboo. Wash your hands afterward.

Your Idea(s)

### Promoting Behavioral Self-Regulation

Although children are learning to self-regulate, they still need your support as they practice using their new skills. Talking about feelings and guiding children helps minimize problem behaviors in the learning environment.

Some Suggestions

- 1 Play games identifying and naming feelings.
- 2 Brainstorm and practice ways to deal with strong emotions.
- 3 Use positive statements to remind children of desired behaviors.

Your Idea(s)



## School-to-Home Connections

Family members are the child's first teachers. So caregivers should maintain a close partnership with families. Building a trusting relationship with them helps you take all necessary precautions to keep children and yourself healthy. Whether by phone, email, or text, provide opportunities for each family to share information and ideas about the developmental goals for their child. You can also schedule opportunities to share developmentally appropriate practices at home. Finally, by sharing videos of your classroom interactions, families can see you responding to their needs while promoting healthy relationships and regulation with their children.

## Before starting your day with children ...

Now that you've brainstormed how to develop relationships and regulation in your socially distanced classroom, choose an interaction goal for the next time you're together with children.

Today, my interaction goal is:

- ☐ Follow social distancing guidelines during play.
- ☐ Remain calm when children's behaviors escalate.
- ☐ Name children's emotions. Describe how they feel.
- ☐ Be clear and consistent with my expectations.
- ☐ Plan activities children can do when they feel angry.
- ☐ Notice and celebrate children following guidelines.

## After your day together ...

How did it go? Were you able to develop relationships and regulation in the way you chose from the list above? Check off the related observation to the right! What else? Check off anything you noticed.

Today, I noticed that:

- ☐ Children are aware of social distancing guidelines.
- ☐ My calmness helped soothe a distressed child.
- ☐ I helped a child move through a negative emotion.
- ☐ Children followed guidelines more consistently.
- ☐ A child tried a new activity to feel less angry.
- ☐ Children seemed proud of following guidelines.

## Next time you're together with children ...

Now that you've taken a moment to reflect on the interactions you had today, it's time to consider what you'll do next to continue building relationships while providing regulation. Based on your reflection, consider the statements below, and complete those that stand out to you.

- 1 Check children's understanding of the expectations by \_\_\_\_\_
- 2 Use these modalities to remind children of expectations: \_\_\_\_\_
- 3 Encourage responsibility by \_\_\_\_\_
- 4 Establish routines by \_\_\_\_\_
- 5 Do this again: \_\_\_\_\_
- 6 Try this instead: \_\_\_\_\_



## Relationships & Regulation Reminders!

Just snip and tape somewhere special in your setting.



**Say please  
and  
thank you.**



**Sit 6 feet from  
children—  
but at their  
eye level.**



**Physically  
distant, but  
emotionally  
close.**



**Respond to  
toddlers'  
individual  
needs.**



**Accept  
feelings, show  
empathy.**



**Remind  
toddlers to  
wash their own  
hands often.**



**Allow toddlers  
to choose  
activities.**



**Be specific in  
redirections.**



**Notice when  
toddlers follow  
expectations.**