

# NURTURING POSITIVE CHILD-TEACHER RELATIONSHIPS

## WHY SHOULD YOU DEVELOP POSITIVE RELATIONSHIPS WITH YOUR STUDENTS

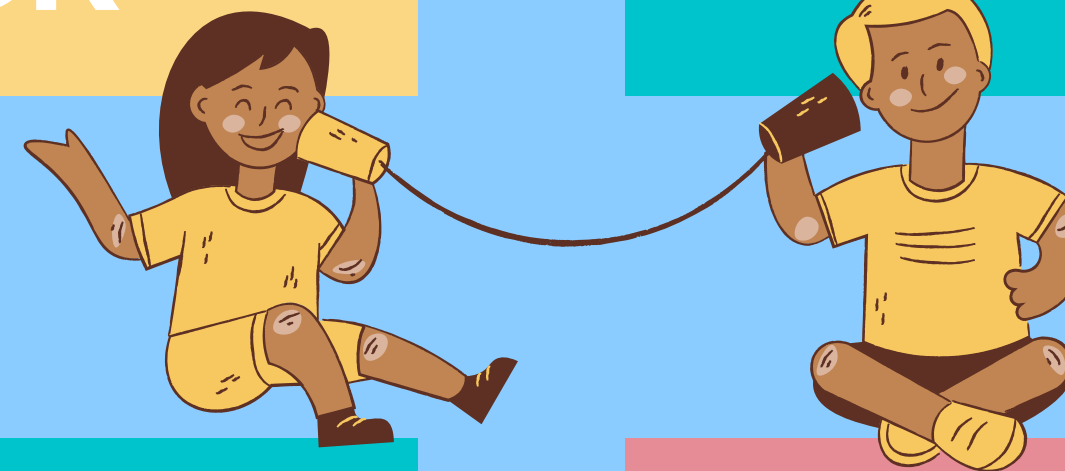
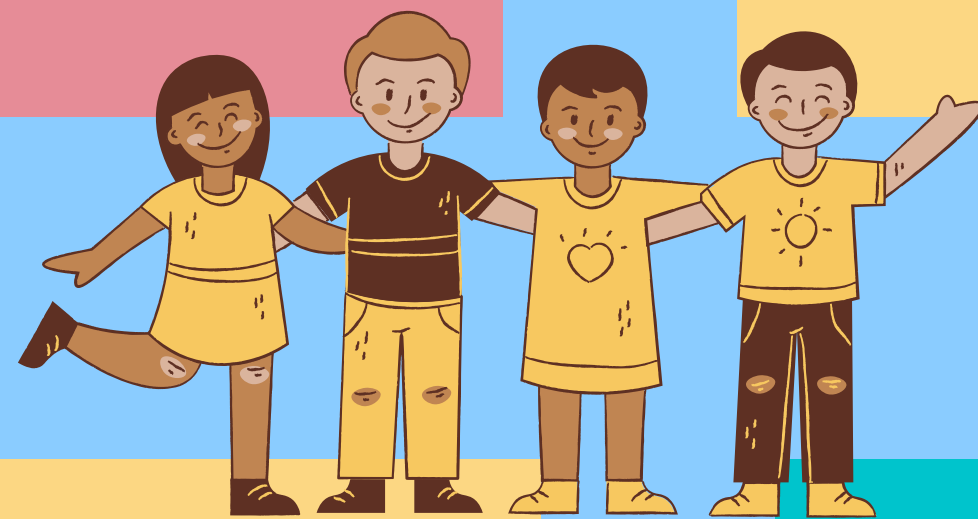
Positive child-teacher relationships are important to young children's social, emotional, and cognitive development. A secure child-teacher relationship helps young children develop secure relationships with peers and other adults. Building this relationship can also help reduce the frequency of challenging behavior and increase young children's engagement across contexts.



**POSITIVE ATTENTION**

**POSITIVE DESCRIPTIVE FEEDBACK**

**NONCONTINGENT REINFORCEMENT**



**RECIPROCAL CONVERSATIONS**

**PROXIMITY AND PLAYTIME**

**REPRESENTATION IN THE CLASSROOM**

See the pages that follow for tips on nurturing positive relationships with children!

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# POSITIVE ATTENTION

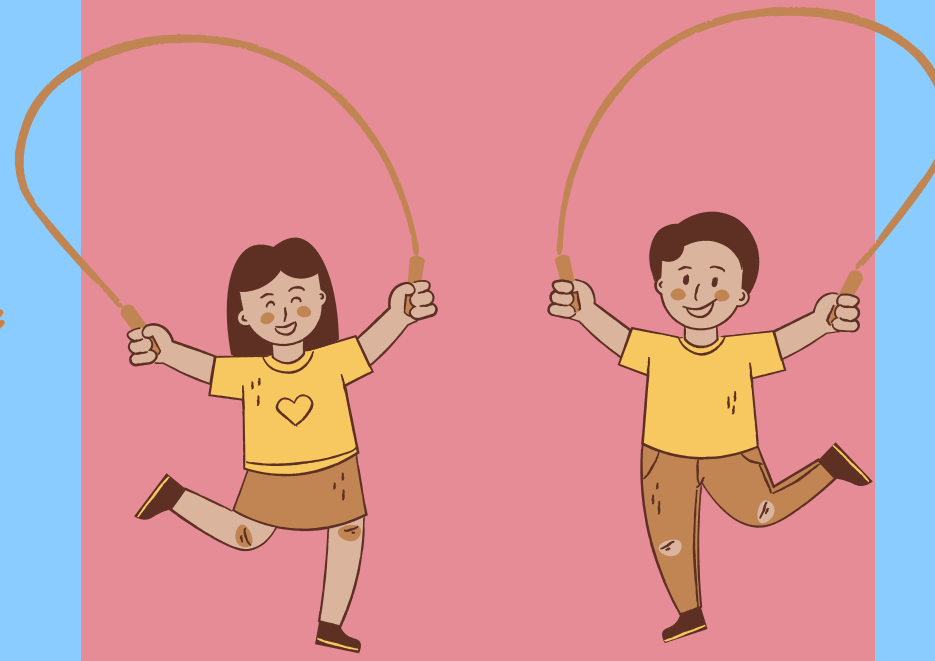
What is positive attention?



Positive attention can be any social interaction children enjoy (ex: high fives, playing, positive descriptive feedback)



Find out what kinds of attention children prefer-- children might prefer smiles over air high-fives, or playing games together over reading together



Provide positive attention to all children throughout the day to support development and engagement across activities and routines



Provide positive attention especially before and during times when challenging behavior is likely to occur



Positive attention does not need to be contingent on the child doing anything

See next page for tips on providing positive descriptive feedback!

# POSITIVE DESCRIPTIVE FEEDBACK

What is positive descriptive feedback?



Positive descriptive feedback lets children know the behaviors you want them to engage in



When providing feedback, label the behavior children engage in that you want to see again



Pair positive descriptive feedback with positive attention to increase the likelihood children will engage in that behavior in the future



Provide positive descriptive feedback during times when challenging behavior is likely to occur



Use these sentence starters to vary your positive descriptive feedback

# NONCONTINGENT REINFORCEMENT

What is noncontingent reinforcement?



Noncontingent reinforcement is when you do things for and with children that they like without children having to do anything to get it



Reinforcement can be anything children prefer- you can provide a break from work, access to an item, positive attention, etc.



Noncontingent reinforcement reduces the likelihood children will engage in challenging behavior



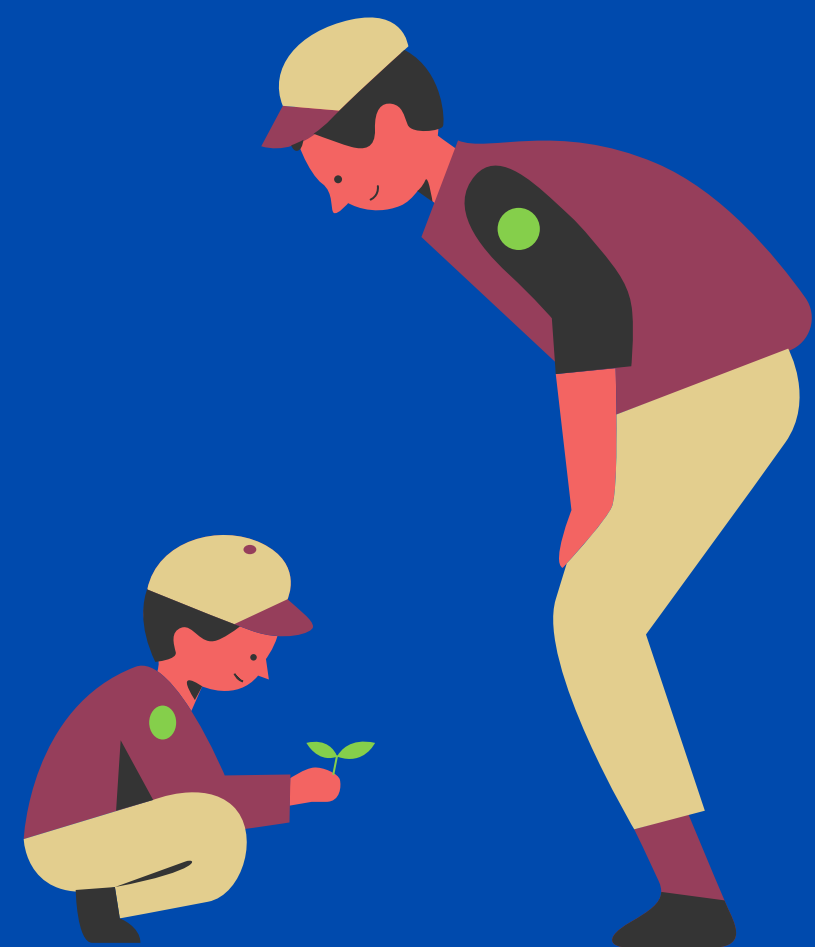
Providing noncontingent reinforcement lets children know you are there to support them and help meet their needs



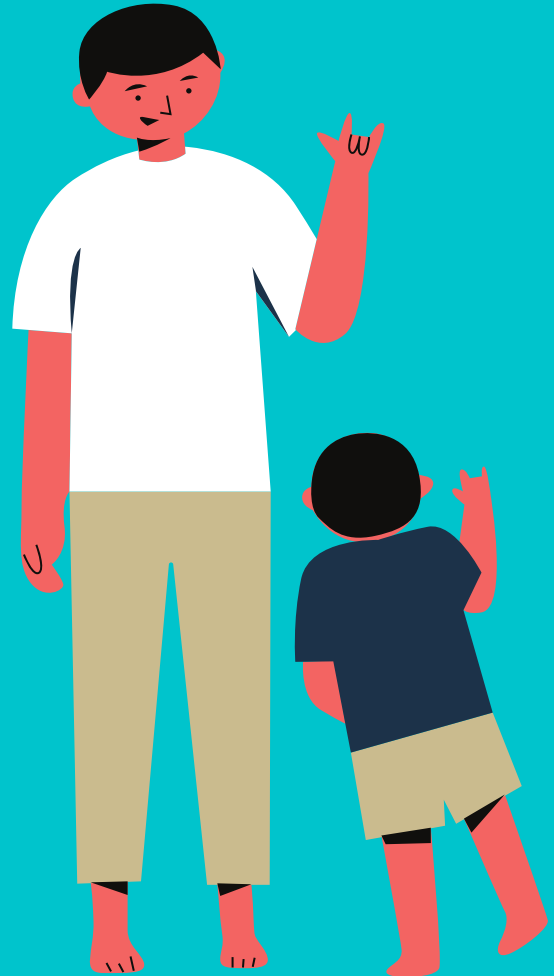
Provide noncontingent reinforcement throughout the day to increase engagement and reduce challenging behavior

# RECIPROCAL CONVERSATIONS

What are reciprocal conversations?



Reciprocal conversations are back-and-forth vocal and non-vocal interactions between yourself and children

An illustration of a man in a white shirt and tan pants standing and talking to a child in a dark shirt and shorts who is standing with their back to the viewer. The man has his hand raised as if gesturing. The background is a solid teal color.

Check in with children often about how they are feeling and talk about your own emotions

An illustration of two children, a girl in a yellow shirt and a girl in a yellow dress, standing and interacting. They appear to be holding hands or a small object between them. The background is a solid pink color.

Acknowledge all communication attempts children make to increase language development

An illustration of two people sitting on the floor, facing each other and talking. One is wearing a pink shirt and the other a teal shirt. They appear to be in a conversation. The background is a solid teal color.

Actively listen to children and encourage them to listen to you

An illustration of three children standing and interacting. One is a boy in a blue shirt, one is a girl in a yellow shirt, and one is a girl in a green shirt. They appear to be in a conversation. The background is a solid pink color.

Respond to children's interactions by imitating, making eye contact, using a positive tone, acknowledging facial expressions

See next page for tips on the importance of proximity and playing with the child!

# PROXIMITY AND PLAY TIME

What is proximity and play time?



Proximity and play time involves being close to children while interacting with them and engaging in activities that they enjoy



Interact with children close to them and on their level to promote joint attention



Join in children's play and follow their lead by imitating their play actions and expanding on their play



Play is a form of positive attention and can be used as noncontingent reinforcement



Play with many children across the day to increase engagement and let them know you are there to support them

# REPRESENTATION IN THE CLASSROOM

What is representation?



Representation involves having a diverse collection of materials and media that represent the children in your classroom.



Representation in media and materials helps children develop positive self-identities



Look at your class materials (ex: books, pictures, toys) to check for representation across race, ethnicity, disability, family structure, etc.



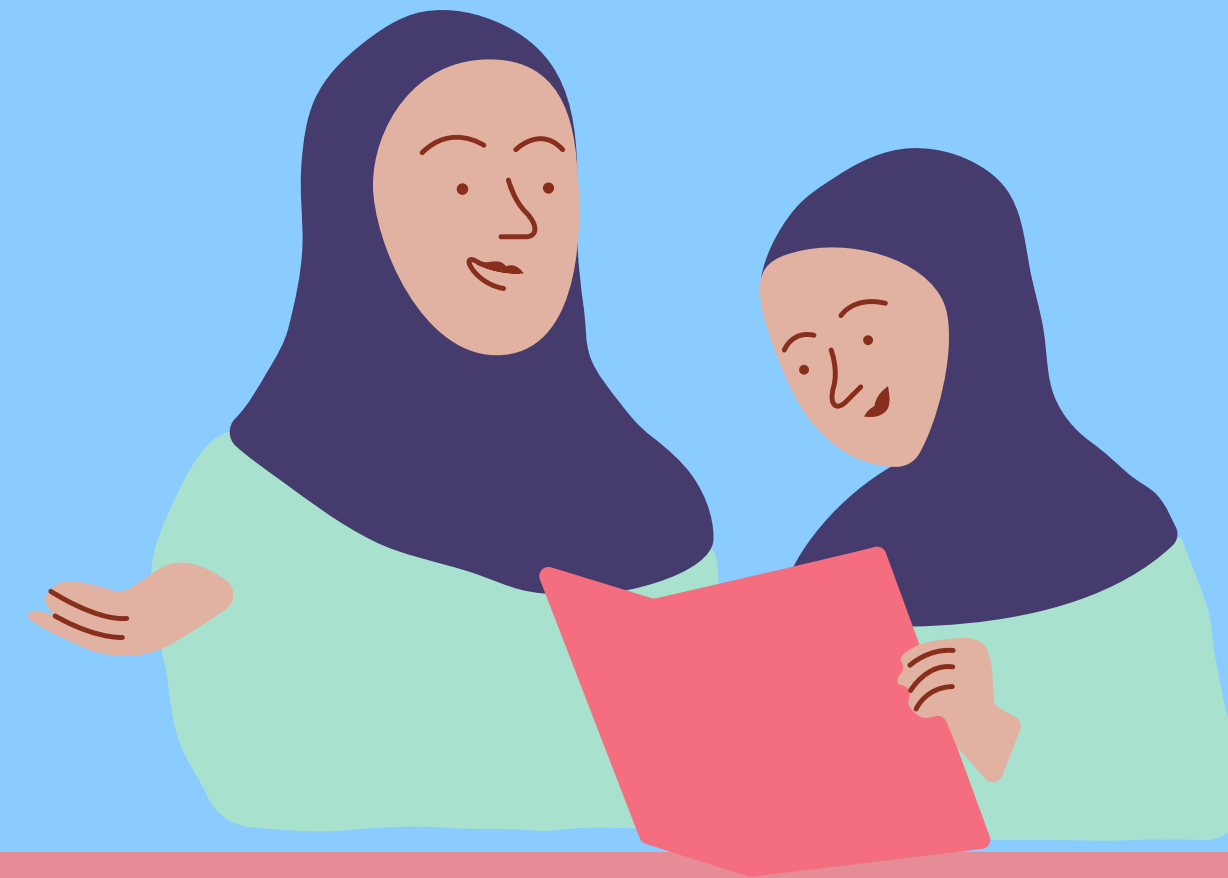
Consider each child's cultural, linguistic, and ethnic background



Reflect on your implicit biases to ensure you are being responsive to each child

# RESOURCES

BUILDING POSITIVE CHILD-TEACHER RELATIONSHIPS



EXPRESSING WARMTH AND AFFECTION TO CHILDREN

ACKNOWLEDGING CHILDREN'S POSITIVE BEHAVIORS



SUPPORTING FAMILIES, EDUCATORS, AND CHILDREN WITH DISABILITIES

