

# Handouts

## *Building Positive Relationships with Toddlers - Managing Separation Anxiety*



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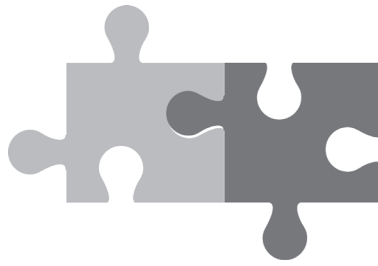
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## ***Building Positive Relationships With Toddlers - Managing Separation Anxiety***

### **Practice Activities**

#### ***To Do:***

- **TALK** to parents about how to separate from their toddler with predictable goodbye routines.
- **HELP** parents engage in a gradual fade out routine for children who need extra support.
- **PLAN** your routine for ending the day with children and debriefing with parents.
- **ENGAGE** in “Toddler-Directed” play to promote teacher-toddler attachment


#### ***To Read:***



Chapters One, Two and Fourteen from the book,  
*Incredible Teachers.*



**My goals for Incredible Beginnings Workshop**




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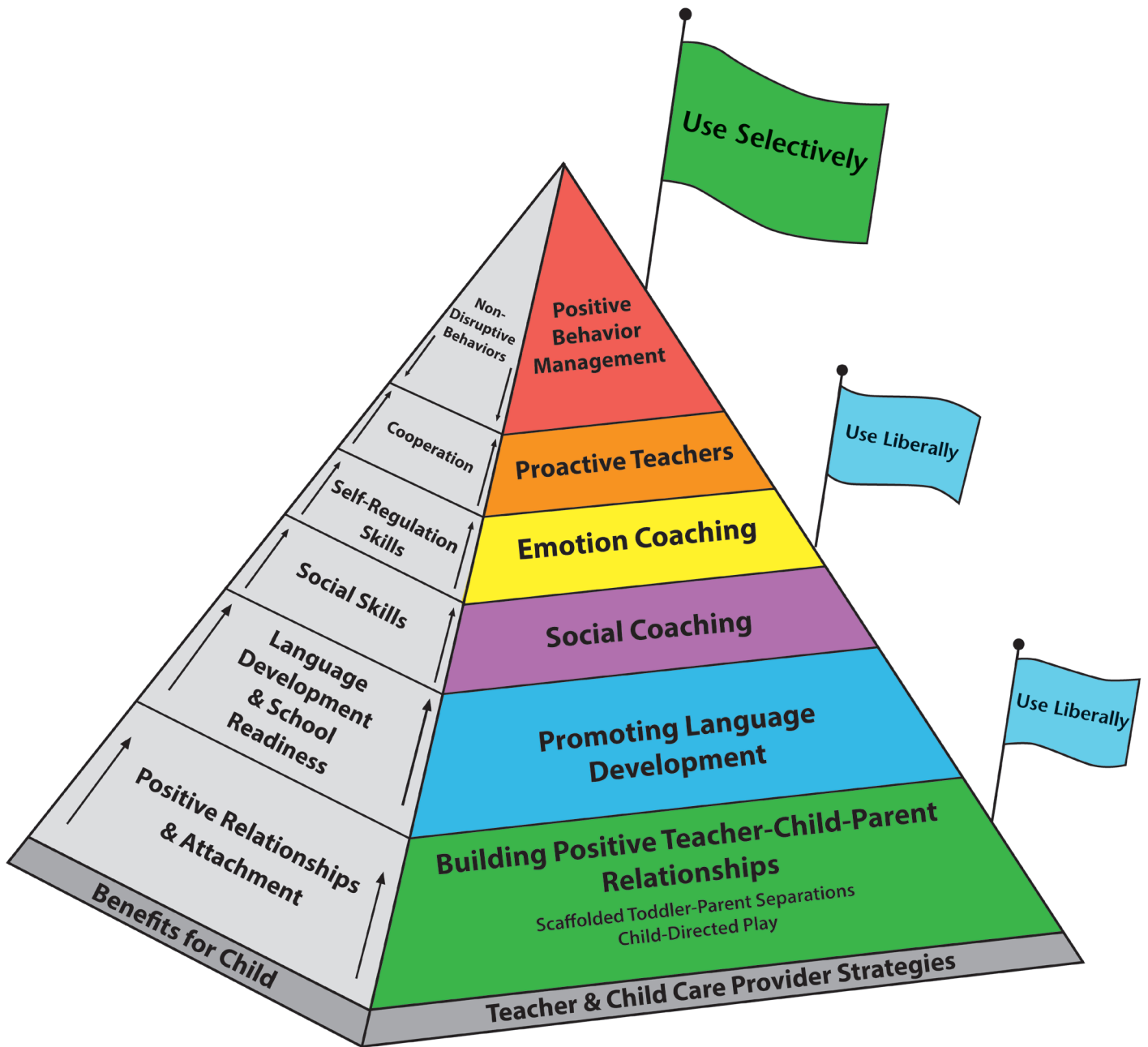
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## Teaching Pyramid for Toddlers & Preschoolers

***Brainstorm/Buzz***  
***Managing Separations***



Share how you support and plan to manage difficult separations with parents.



Share how you support children to manage difficult separations.

***Goal:***

## Key Points

### *Building Relationships through Toddler-Directed Play*

- Be an attentive, responsive, and loving audience.
- Use physical affection.
- Pace at the child's level—give children time to respond.
- Give children choices and follow their lead.
- Praise and encourage toddlers' curiosity to explore new objects and activities.
- Model cooperation by doing what the child is interested in.
- Use gestures and imitate a child's gestures with pleasure.
- Engage in pretend and make-believe play.
- Allow a child to change his/her mind and do something else.
- Curb your desire to give too much help—give just enough support to avoid frustration but not so much you take over the child's exploration.
- Laugh, sing, and have fun.
- Greet children with enthusiastic welcomes using their names.

### *Examples*

"Good morning, I'm happy to see you!"

"Look Emmedelle, here's our friend Mac."

"Yeah, you put it in, you did it!"

"Bye bye, see you later Nora!"

"You found it!"

"Come and play with us!"

"This is your favorite pig."

"No, you don't want to? You will watch, good idea."

"It's okay, I'm right here."

"Do you want a hug?"

"Wow you know how to do it!"

"Wow, you are doing it all by yourself!"

"Mommy will be back after circle."



**Brainstorm/Buzz**  
**Building Attachment With Children**



In your group, share things you do to promote positive relationships and attachment with children in your setting.



A large rectangular area with a solid border, containing 15 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

**Goal:**

A rectangular area with a solid border, intended for writing a goal. It is currently blank.



***Brainstorm/Buzz  
Building Relationships With Parents***



Share strategies you use to build positive relationships with parents of children in your classroom or day care setting



***Goal:***



# BEHAVIOR PLAN RECORD SHEET

## Managing Separation Anxiety



Date: \_\_\_\_\_

<p>For child with separation anxiety, I will:</p> <p><i>Example: Engage in a predictable drop off routine with parent and share with parents. (Write example of what you do below.)</i></p> <p><b>Goal:</b></p>	<p>For building relationships with parents I will:</p> <p><i>Example: Establish a strategy for debriefing with parents on a regular basis.</i></p> <p><b>Goal:</b></p>	<p>Outcomes – The results of my plan:</p>
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## BEHAVIOR PLAN RECORD SHEET

### *Building Positive Relationships*

Date: \_\_\_\_\_

Target Child Problem:

*Example: Seth is 3 1/2 years old and is reluctant to initiate interactions with peers and teachers. He plays alone with the same toy. Single parent, only child with no previous experience with other children or preschool*

**Target Child (nature of problem):**

Relationship Building Goal:

*Example: Seth begins to notice the play of peers and starts to play in their area. Trusts and enjoys playing with teacher.*

**Developmentally appropriate relationship goal for child:**

Relationship Building Strategy

I will use:

*Example: Sit near Seth when he is playing and be an appreciative audience. Notice his interests and bring high interest activities to him. Show warmth and appreciation. Let him know what a peer is doing and an activity might interest him.*

**Relationship Building Strategies:**

# Teacher-to-Parent Communication Letter

## Child care, Preschool and Family Rules

In your child care or preschool classroom your children are learning about how to navigate this new setting away from their family and practicing some new rules. You can help support your children's learning by commenting and praising them when you notice them following these rules at home.

See how many rules they remember! Ask them to show you how they follow these rules, one at a time. Remember that this will be new learning for toddlers and many preschoolers. Most young children will need a lot of scaffolding as they learn to follow the rules.

### The Show Me Five Rules are:



**Listening Ears:** (To remind children to quietly listen and pay attention to the speaker.) Praise them at home when they are using their listening ears when others are talking.



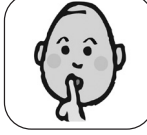
**Eyes on Teacher:** (To remind children to look at the teacher and pay attention.) Praise children at home when they are looking at you with their listening eyes.



**Keep Hands to Self:** (To remind children to keep their hands to themselves.) Praise your child when s/he keeps her hands to own body.

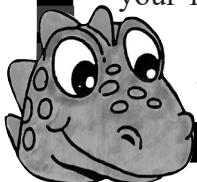


**Use Walking Feet:** (Reminds children about walking slowly – and saving running feet for outside!) Praise your child for using their walking feet inside the house.



**Use Inside Voice:** (To remind children to learn to talk quietly and not disturb others.) Praise your children for using polite and quiet inside voices.

Record on the *Parent-to-Teacher Communication Form* your experiences talking about your family rules with your child and send this form back to school with your child.



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# Parent-to-Teacher Communication Letter



## *Classroom and Family Rules*

**Child's Name:** \_\_\_\_\_

*Record on this form your experiences talking about your family rules with your child and send this form back to your child care setting or preschool with your child.*

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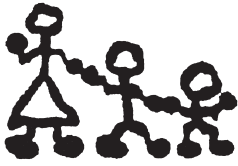
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*Your child may draw a picture of one of your household rules here too.*



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*The Incredible Years®*  
*Teacher and Child Care Provider*  
*Self-Reflection Inventory*

**Building Positive Relationships with Toddlers and  
Managing Separation Anxiety**

Date: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Teachers and child care providers learn extensively from self-reflection regarding their classroom management and the child care strategies they are using that are working or not working. From these reflections teachers determine personal goals for making changes in their approaches to bring about the most positive learning climate they can. Use this Inventory to think about your strengths and limitations and determine your goals.

**1 – Never 3 – Occasionally 5 - Consistently**

<b><i>Building Positive Relationships with Children</i></b>	
1. I greet children upon arrival with personal and enthusiastic greetings (e.g., using child's name).	<b>1 2 3 4 5</b>
2. I interact with the children with warmth and loving care.	<b>1 2 3 4 5</b>
3. I use "teacher-ese" language, which includes words spoken slowly in a higher pitched, exaggerated, playful voice with positive enthusiasm and lots of repetition.	<b>1 2 3 4 5</b>
4. I combine non-verbal hand gestures with my verbal communication.	<b>1 2 3 4 5</b>
5. I pace my communication and give children a chance to respond non-verbally and verbally.	<b>1 2 3 4 5</b>
6. I personalize my communications with individual children (e.g., favorite books, activities, food, acknowledge birthdays, etc.)	<b>1 2 3 4 5</b>
7. I spend child-directed play time with every child (e.g., on playground, during meals, unstructured play time).	<b>1 2 3 4 5</b>
8. I often provide physical affection with verbal affection and praise with children.	<b>1 2 3 4 5</b>
9. I am clear with children about when their parent(s) will return.	<b>1 2 3 4 5</b>

10. I individualize each child's developmental needs, interests and abilities. (e.g., planning activities or stories based on special interests of children)	<b>1 2 3 4 5</b>
11. I help children to appreciate each other's special talents and needs.	<b>1 2 3 4 5</b>
12. I am child-directed in my approach and behave as an "appreciative audience" to their play.	<b>1 2 3 4 5</b>
13. I avoid too much question-asking and corrections when possible.	<b>1 2 3 4 5</b>
14. I share my positive feelings when interacting with children.	<b>1 2 3 4 5</b>
15. I invite children to help with classroom jobs (e.g., putting away toys).	<b>1 2 3 4 5</b>
16. I adjust activities to be developmentally appropriate for each child.	<b>1 2 3 4 5</b>
17. I use teacher modeling, prompting and guided practice during play interactions.	<b>1 2 3 4 5</b>
18. I work to convey acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material and book selections, and discussion topics.	<b>1 2 3 4 5</b>
19. I participate in pretend and imaginary play with children.	<b>1 2 3 4 5</b>
Future Goals regarding ways I will work to build relationships with identified students:	

<b><i>Building Positive Relationships with Parents</i></b>	
1. I set up opportunities for parents to participate or observe in classroom or home day care setting.	<b>1 2 3 4 5</b>
2. I help parents develop predictable routines for separating from their children and saying goodbye.	<b>1 2 3 4 5</b>
3. I meet with parents to make a plan when a child's separation anxiety is more difficult.	<b>1 2 3 4 5</b>
4. I send home regular newsletters/e-mails to parents and positive notes about their children.	<b>1 2 3 4 5</b>
5. I check in regularly with parents to tell them about their children's successes or difficulties and goals.	<b>1 2 3 4 5</b>
6. I have regular posted telephone hours or times parents can reach me.	<b>1 2 3 4 5</b>
7. I schedule parent evenings/meetings to share classroom activities with parents and to present ideas for carrying over classroom activities at home.	<b>1 2 3 4 5</b>
8. I welcome parents' for ideas, materials and support for classroom activities.	<b>1 2 3 4 5</b>
9. I recognize the importance of partnering with parents and collaborating in order to develop strong attachments with children.	<b>1 2 3 4 5</b>
Future Goals regarding involving parents:	