

Building Relationships with Infants and Toddlers

National Center on  
Early Childhood Development, Teaching, and Learning

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October 6, 2022

Building Relationships with Infants and Toddlers

**Host**  
Becky Sughrim  
NCECDTL

**Host**  
Mike Browne  
NCECDTL

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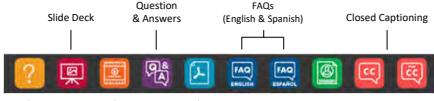
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Webinar Features



Slide Deck    Question & Answers    FAQs (English & Spanish)    Closed Captioning

Help    Media Player    Resource List    Speaker Bios

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**Building Relationships with Children Birth to Five**  
 October, November 2013

**Viewer's Guide**

Building Relationships with Children Birth to Five

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U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES  
 National Center on  
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**Our Time Together**

- Positive Behavior Support Teaching Practices
- It's All About You
- Neuroscience Nook
- BASICS
- Small Change, Big Impact
- Focus on Equity
- The Book CASE

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**Feelings Tree**



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### Head Start Early Learning Outcomes Framework

ELOF	Central Domains				
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
Infant/Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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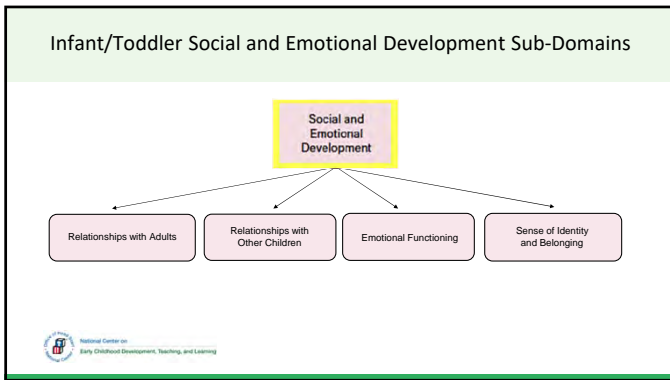
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What's one way you support building relationships with the infants and toddlers in your care?

Share in the Q & A

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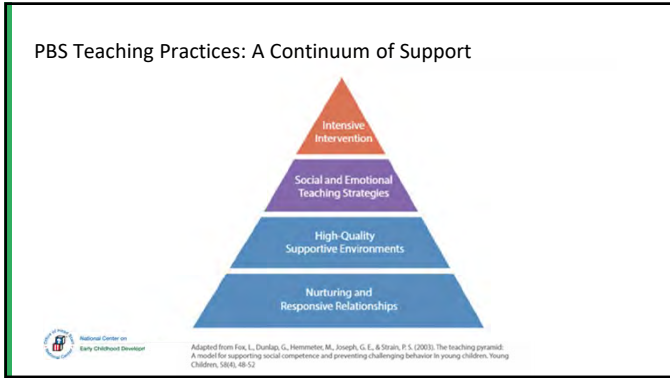
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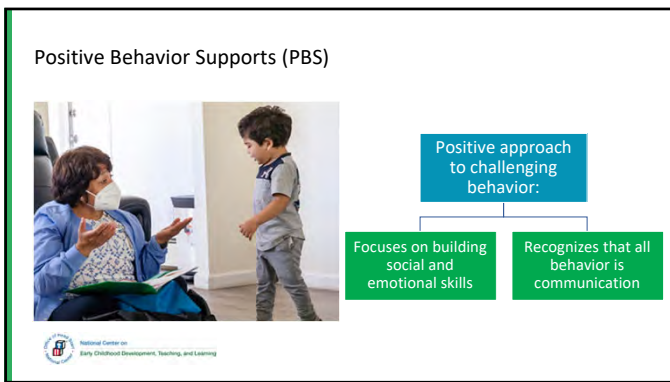
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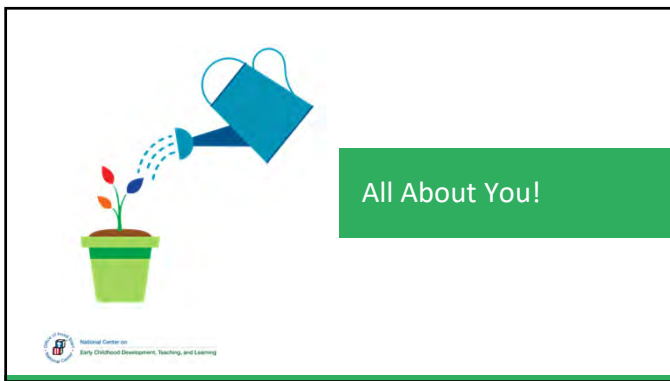
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It's All About You!

### Supporting your own Self-Regulation



Self-regulation is the ability to manage our feelings, actions, and behaviors.

Our ability to self-regulate is foundational to building **strong & positive** relationships with the children in our care.

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It's All About You!

### Supporting Your Own Self-Regulation — “4-4-8 Breathing”

**4** Breathe in through your nose for a count of 4, taking the breath into your belly.

**4** Hold your breath for 4 counts.

**8** Release your breath through your mouth with a whooshing sound for 8 counts.

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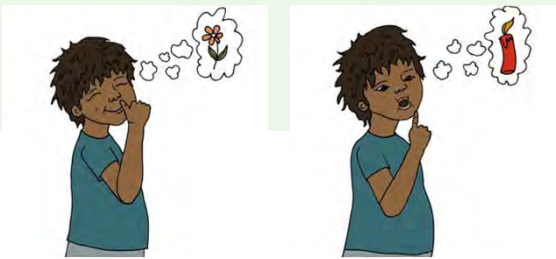
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### Mindful Breaths with Infants and Toddlers



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### Relationships are Key



- Nurturing and responsive relationships with adults are the foundation for children's social and emotional development
- Children who develop trusting relationships with adults are better able to manage their *thoughts, feelings and actions*.



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### Relationships are Key



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### Neuroscience Nook



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**Serve & Return Interaction Shapes Brain Circuitry**  
 Center on the Developing Child at Harvard University

[https://www.youtube.com/watch?v=m\\_5u8-QSh6A&t=1s](https://www.youtube.com/watch?v=m_5u8-QSh6A&t=1s)



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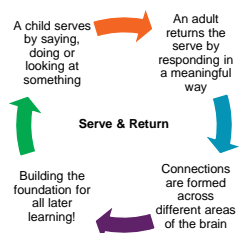
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Neuroscience Nook

**Serve and Return**




A child serves by saying, doing or looking at something

An adult returns the serve by responding in a meaningful way

**Serve & Return**

Building the foundation for all later learning!

Connections are formed across different areas of the brain



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**Neuroscience Nook**

While watching this short video clip from an Early Head Start classroom think about where you see the “serve and return” between the teacher and child.



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**Neuroscience Nook**

Now let's watch the same video with narration!



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**BASICS: Relationships are Key**

- B** Behavioral expectations in advance
- A** Attend to and encourage positive behavior
- S** Scaffold with cues and prompts
- I** Increase engagement
- C** Create or add challenge
- S** Specific feedback



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**Behavioral Expectations in Advance**



**Let infants and toddlers know what is going to happen next:**

- *"Alejandro, I'm going to pick you up to give you a fresh diaper."*
- *"First, we will wash hands, then we will sit down for snack."*
- *"After you get your coats and shoes on you can look at a book by the door until everyone is ready."*
- *"Soon it will be nap time, will you please help me put your sheet on your mat?"*



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**Behavioral Expectations in Advance**  
Snack then puzzle



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**Attend to and encourage positive behavior**



**Show interest in children's experiences and ideas:**  
*"You went up the climber and down the slide!"*

**Match the child's level of energy, volume and emotional expression:**  
*"Whoa! You seem so excited you are jumping, jumping, jumping"*

**Share affection and use words that communicate respect:**  
*"Thank you so much for sharing a hug with me! That was so gentle!"*



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**Attend to and encourage positive behavior**  
Thank you for waiting



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Small Change,  
Big Impact



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The Piggy Bank

Let's watch a video of Dr. Gail Joseph and Dawn Williams from the University of Washington talking about the Piggy Bank!



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Small Change Big Impact

Focusing on Positive Behaviors: Relationship Piggy Bank



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Small Change Big Impact

### Individualizing Deposits



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Small Change Big Impact

### Greetings | Saludos

 smile sonre	 put hands on your heart pon las manos sobre tu corazón	 give an air hug da un abrazo de aire	 give a superhero salute da una saludo de superhéroe
 give a thumbs up da un pulgar hacia arriba	 do a happy dance haz un baile feliz	 elbow bump choca los codos	 wave hello saluda con la mano

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### Focus on Equity

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**Focus on Equity**

**Implicit Biases**

- Routed in our cultural background and past experiences
- They are complex
- The process of uncovering them takes time & reflection
- Subtle biases can interfere with healthy relationship building

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**Focus on Equity**

Interactions and Bias

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**Focus on Equity**

Consider the following statements:

- I made this child feel included today;
- I asked this child a question about themselves or their family today;
- I showed genuine interest in this child today;
- I had high expectations for this child today;
- I let this child know how much I enjoy them today;
- I let the family know how much I enjoyed their child today;
- I supported this child to learn a new skill today.

Try creating a **checklist**, as a reflective tool, to support you in connecting with each child equitably. At the end of the day, consider your checklist and set an intention for the next day!

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The BookCASE

CONNECT  
ADVANCED VOCABULARY  
SUPPORT ENGAGEMENT  
EXTEND BEYOND THE BOOK

Together  
GIRL of MINE  
The Night Before Christmas  
Count on Me!

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The BookCASE

Together by Mona Damluji, Innosanto Nagara

Written by  
Mona Damluji

Illustrated by  
Innosanto Nagara

Written by  
Mona Damluji

Illustrated by  
Innosanto Nagara

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Live Q&A

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!

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New on ECLKC

**Parallel Play**




**A Podcast for Educators Who Love Toddlers**

This podcast series is focused on toddlers, their development, and how to best support children between the ages of 1 and 3. Listen as hosts discuss practical teaching strategies, developmental progressions, and the joys of toddlerhood. Designed with educators in mind, this series provides multiple opportunities to reflect on ways to support toddlers.

**Self-regulation and Reframing the "Terrible Twos"**

This Parallel Play episode focuses on the development of self-regulation in the toddler years and the important role adults play in co-regulation. Learn ways to reframe the "terrible twos" to the "thoughtful twos."



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**PUSHPLAY**  
DTL On Demand



<https://bit.ly/DTL-PUSHPLAY>



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**Thank You!**

**Join Us For Our Next Episode!**

Building Relationships with Preschool Children  
November 3, 2022

Emotional Literacy with Infants and Toddlers  
December 1, 2022



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<https://eclkc.ohs.acf.hhs.gov/mypeers>



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We Want to Hear From You!

Please take some time to complete the session evaluation.

For more information contact:  
[ecdtt@ecetta.info](mailto:ecdtt@ecetta.info)  
(Toll-free 1-844-261-3752)

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