



Relationships

Great Start Conference

March 14, 2011



Adult-Child Relationships



Adults and Infants (0-12/18mos)

Partner Activity

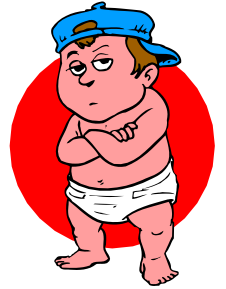
Adults and Infants

- TRUST!
 - “Can I trust that my basic needs will be met?”
“Am I important enough?”
 - Can’t spoil a child under 6 months...
- Bonding
 - If an infant forms a bond/attachment with at least one caring adult, it will help them have a great start!
- Relationships at this age are foundational.



Adults and Toddlers (18mos-3yrs)

“Toddler Creed”



- *If I want it...it's mine!*
- *If I give it to you, and change my mind later...it's mine!*
- *If I had it a little while ago...it's mine!*
- *If I can take it away from you...it's mine!*
- *If it looks like mine...it is mine!*
- *If it is mine...it will never belong to anyone else, no matter what!*

Adults and Toddlers

- In quality settings, adults who work with toddlers understand the “Toddler Creed”!
 - There is lots of practice with language (“no!”).
 - There is lots of redirection (and shadowing).
 - There is lots of modeling.
 - There are lots of HUGS and CHEERS!
- The adult stays close-by, knowing that the toddler still needs her, but is experimenting with independence.



Adults and Preschoolers (3-5yrs)

Adults and Preschoolers

- Preschoolers need from adults what toddlers need, plus:
 - The adults encourage discovery, exploration, and problem-solving
 - The adults are partners in play
 - The adults encourage peer interactions
 - The adults encourage and support conflict resolution with peers (and perhaps, adults too)



Adults and School-Agers (5yrs+)

Adults and School-Agers

- School-agers would like you to believe that they don't need all the things we've mentioned...but...we know better. 😊
- In addition, they need adults who:
 - Believe that they are capable
 - Encourage independent thinking
 - Welcome their involvement in the planning of activities
 - Understand the importance of peer friendships
 - Will be there when they are needed/wanted

The Formula?

- Knowledge of Child Development + Knowledge of Individual Child (+ Love, Patience, etc) = Quality Adult-Child Relationships



Child-Child (Peer) Relationships

Quality Peer Relationships

- In quality settings, how do children interact with each other? What does that look like?
- Well, what is most of their day spent doing (hopefully)?
- **PLAYING!**
- If we look at their play, we can gain insight into the expectations for peer relationships.

Stages of Play

- Solitary Play – Infants
- Parallel Play – Toddlers (18mos thru 2yrs)
- Onlooker Play – Threes
- Associative Play – Fours
- Cooperative Play – Fives

Solitary Play – Infants

- Solitary play is when the child is alone (seemingly) and maintains this status by being focused on the activity at-hand. This child is uninterested in or is unaware of what others are doing.

Parallel Play – Toddlers

- Parallel play is when the child plays separately from others but close to them and mimicking their actions.
- Playing next to each other, doing the same thing, but not doing it together.

Onlooker Play - Threes

- Onlooker play is when the child watches others at play but does not engage in it. The child may engage in forms of social interactions, such as conversation about the play, but without actually joining in the activity.

Associative Play – Fours

- Associative play is when:
 - the child is interested in the people playing but not (necessarily) in the activity they are doing.
 - There is no organized activity at all, but there is much interaction.

Cooperative Play – Fives+

- Cooperative play is when a child is interested both in the people playing **AND** in the activity they are doing.
- The activity is organized, and participants have assigned roles.
- Identification with a group, and group identity may emerge.

Adult Role

- Adults in the setting still have a very important role within child peer relationships:
 - Understand and support the stage of play each child is in – let them “be”
 - Scaffold them to the next stage, gently
 - Plan opportunities for interaction (meal times, large group times, etc)
 - Encourage respectful language (as their language develops)
 - Modeling, always modeling!

The Formula?

- Stage of Play + Opportunities for Interaction + a Dash of Adult(s) = Quality Peer Relationships