



**UC** Leuven  
Limburg

**MOVING MINDS**

## **Workshop: Teacher Jelke and Andy: part 1**

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# A question to start ...

How do you see that a teacher has a good relationship with a child?

Talk to your neighbour!



# The important role of the teacher-child relationship ...

... in the (socio-emotional) development of children

<b>PREVENTION</b>	<b>INTERVENTION</b>
For all children	For children with challenging behaviour  But also for children that you don't always "notice" in the classroom



# Context: Belgium (school year 2017-2018)



# KLASSE



Focus: qualitative teacher-child relationships

<https://www.klasse.be/129471/kwaliteitsvolle-relaties-kleuters-kleuterklas/> (English subtitling available)



# Prevention

- For all children: Grasp the small moments of warm, qualitative teacher-child interactions in the classroom!  
(Movie: 1min50-3min49)
- In the beginning of the day, during the day, at the end of the day, ...

# ABC of love – Pnina Klein

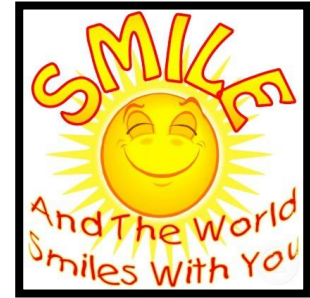
## Reciprocity in interaction



Touch

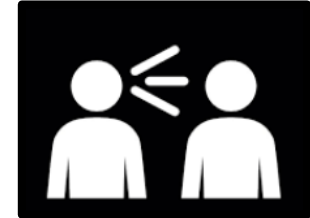


Smile



Taking turns

Leveling your voice



Sharing joy

Physical proximity

Eye contact



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# Prevention

- **Teacher sensitivity** is key
  - Having attention for the (emotional) cues of children
  - Responding adequately
- **Positive outcomes** of teacher sensitivity
  - Decrease in stress hormone (cortisol) of the child and the teacher (Pianta, 2016, lezing aan UCLL + Hatfield & Williford, 2016)
  - Children improve in language, literacy, working memory, in the socio-emotional domain (o.a., Hamre et al, 2014)
- **Classrooms** with a lot of **child poverty** have even more benefit of teacher sensitivity (Pianta, 2016, lezing aan UCLL)



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# Intervention

Adam: a preschooler that goes unnoticed in preschool  
(Movie: 8min40-10min42 and 10min42-11min38)







# Intervention

Andy is having a hard time ...

(Movie: 0-1min and 12min52-18min55)



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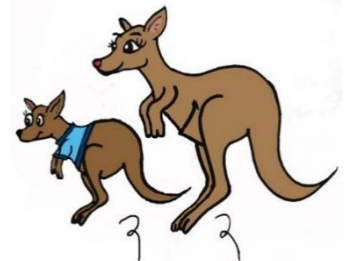


# Intervention

- Andy and Jelke are stuck in “negative interaction cycles”
  - Research has shown that challenging behavior in the beginning of the school year, can lead to teacher-child conflict in the middle of the school year, which, in turn, can lead to an increase in challenging behavior (Doumen et al., 2008)
  - Nevertheless, for vulnerable children, a qualitative teacher-child relationship can make the difference (e.g., Buyse et al., 2010)
- Andy and Jelke need to break this negative cycle



PLAYING-2-GETHER





# Playing-2-gether



- Aimed at breaking the vicious cycle of negative teacher-child interactions
- Aimed at improving teacher-child relationship quality

## The basics:

- Spending positive, quality time with the child through playing along
- Relating in a different way to the child, also seeing the positive things!
- “Banking” time: save up positive energy for when things are difficult



Aim of the second part of this workshop:  
Looking closely at the behavior of Andy and Jelkes’  
response during an “incident”



# Intervention

Incident analysis of Jelke and Andy (Movie: 12min52-18min55)



## Book:

Title: "Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage with Life"

Authors: Stuart Shanker and Theresa Barker

Year: 2017



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# Intervention

## Incident analysis



- What happened? (Movie: 12min 52-13min38)

# 1. REFRAME the behavior of the child

- **You have not always seen everything as a teacher**
- “See the behavior differently and you see a different child”  
- S. Shanker
- “Why this behavior? Why now?” – S. Shanker
- Misbehavior is not the same as stress behavior (e.g.,  
Stuart Shanker, self-regulation)

<https://self-reg.ca/infographic-understanding-stress-behaviour-for-teachers/>



Need to  
downregulate

Need to  
upregulate



**Fight, flight**

Flooded, overwhelmed, panicking, ...

**Hyperaroused**

Restless, very energetic, exuberant, irritated, ..

**Calm, alert and focused**

Interested, relaxed, attentive, ...

**Hypoaroused**

Sleepy, tired, bored, distracted, ...

**Sleeping**

**Rest, recovery**



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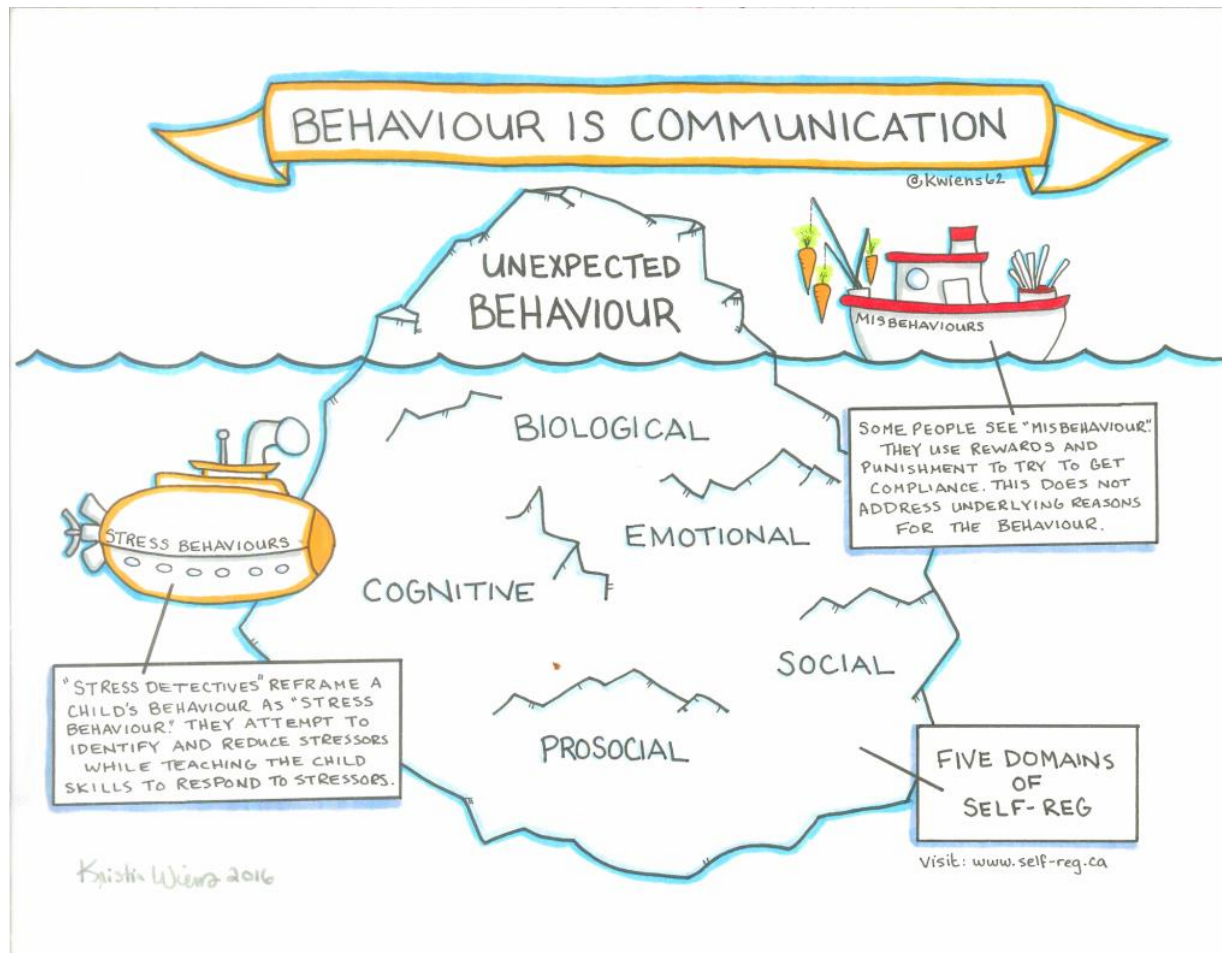


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# 2. RECOGNIZE STRESSORS



Which stressors play a role for Andy at that moment?





# Intervention

## Incident analysis



- How does Jelke respond to Andy's behavior?  
(Movie: 13min46- 15min27)



# Discussion

- Emotional labor of teachers
- Saying sorry
- What can/should Jelke do now?



# Intervention

## Incident analysis



- How does Jelke help Andy? (15min27- 16min48)

# 3. REDUCE STRESSORS (short term)



What is the (relational) need of Andy?  
What can I offer as a teacher?



# Intervention

## Incident analysis



- What do Jelke and Andy learn during their talk together with Calm Frog? (Movie: 16min48 – 18min55)

# 4. REFLECT: teacher and child



Teacher Jelke helps Andy to reflect about what happened ! Emotions and feelings of Andy AND Jelke

# 5. RESPOND (longterm strategies)



For Andy:

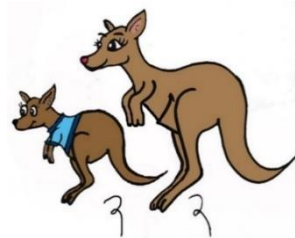
Go to "Calm Frog" before it gets out of hand

Say sorry to Zoe

Repair the damage

# 5. RESPOND (longterm strategies)

- For the relationship between Andy and Jelke:
  - PREVENTION !!! start building positive moments with the child (before the situation gets out of hand)
  - Invest in a positive relationship



Playing-2-gether

Tomorrow ... we will also see what happened with  
Jelke and Andy