



UC Leuven
Limburg

MOVING MINDS

Workshop: Teacher Jelke and Andy: part 2

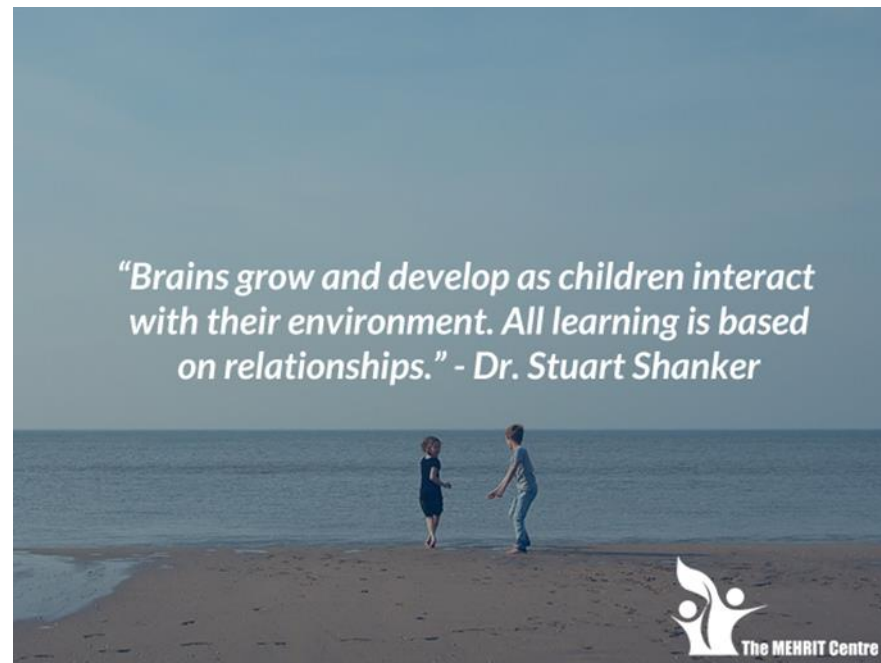
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Playing-2-gether

Playing-2-gether is based on attachment theory improving the teacher-child relationship quality (Pianta et al., 2003)



“Brains grow and develop as children interact with their environment. All learning is based on relationships.” - Dr. Stuart Shanker



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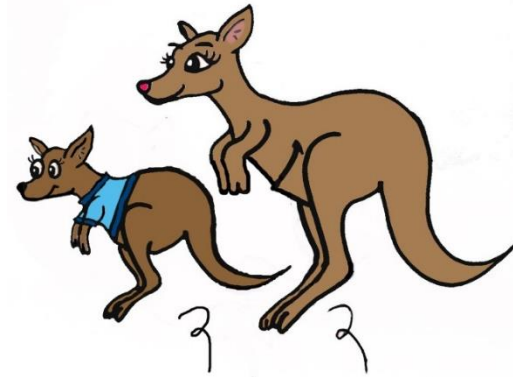


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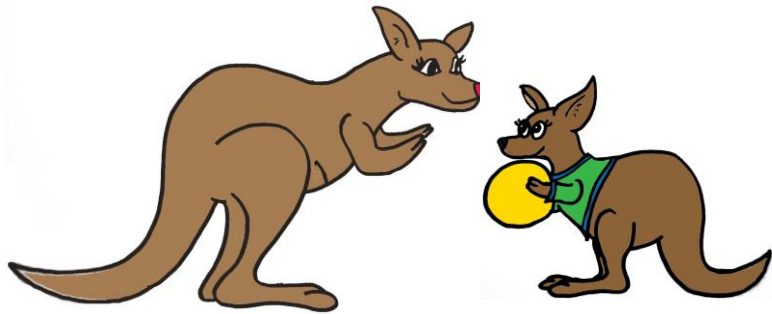
Playing-2-gether

Two components



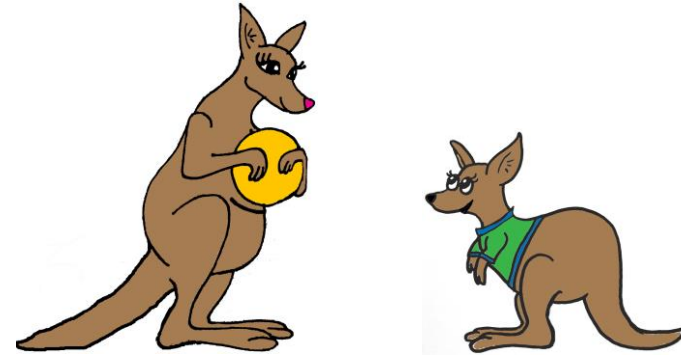
©Playing-2-gether

Relationship-Game



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Rule-Game



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Child takes the lead,
teacher follows

Teacher takes the lead,
child follows

as a basis for

more effective behavior management
(2nd component)

Relationship built on trust
(1st component)



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Relationship-Game: DO-skills

- Observing
- Verbally describing the behavior of the child
- Mirroring (non-verbally describing the behavior of the child)
- Labeling the feelings of the child
- Taking relational needs into account



**! See the Playing-2-gether MOOC for examples of the skills.
Most important: these skills are just an aid, no more, no less**



Teacher sensitivity

Labeling the feelings: talking about them, ... : e.g., bad day, ...

Movie: 3min45-8min10

- **Taking relational needs of the child into account** e.g., need to be left alone for a while, talking about what bothers the child, searching for solutions together,



Teacher sensitivity

- **Labeling the feelings:** talking about them, ... : e.g., bad day, ...

Movie: 3min45-8min10

- **Taking relational needs of the child into account**
e.g., need to be left alone for a while, talking about what bothers the child, searching for solutions together,



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Playing-2-gether: relational needs

Movie: 38min40- 43min20

The most important **questions** to **identify the relational need(s)** of the child is

1. what does this child need in relationship to me as a teacher?
2. what can I offer this child?
3. why does the child have this specific relational need(s)?

To answer these questions, you can use your own observations, conversations with the child, observations of other teachers, background information, ...



Playing-2-gether: relational needs

Almost all children need a sense of acceptance, security, consistency, ...
In Relationship-Game it is important that you reflect on **which relational need is the most present for this child at this moment** and **try to take this need into account** (i.e. teacher sensitivity)

For example: a child that frequently tells that he/she can't do the task, frequently gives up, becomes angry if something doesn't work, ... may have a need for your help or encouragement.

For example: a child that frequently wants to hug, hold your hand, sit on your lap, ... may have a need for some extra affection or attention



Discussion



- Think about the child you chose in your classroom ...
 - What relational needs does he/she have?
 - How do you take them into account?
 - Are there any other options to take them into account?
- Talk in pairs



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

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

PREVENTION

For all children

INTERVENTION

For children with challenging behaviour

But also for children that you don't always "notice" in the classroom



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Intervention: Jelke and Adam

What is the impact of Playing-2-gether sessions on Jelke and Adam? (Movie: 29min34-31min27)





Playing-2-gether

Organization in the classroom

- Introduction of Playing-2-gether
- Visualize Playing-2-gether in the classroom
- What with the other preschoolers?
- Material
- Central place in the room
- Plan when you want to play along



Lied "Samen-Spel"
(op het deuntje van Samson en gert: Samen delen)

We kunnen samen spelen, samen spelen. Alle kinderen die kunnen samen spelen.
Samen spelen, samen spelen. Alles wat we kunnen, samen spelen!

Martine Koninckx





Playing-2-gether

Organization in the classroom

- At the start of the school year: make connection with ALL children
 - Be attentive for the small moments of togetherness with all children
 - Play Playing-2-gether in group sessions with different children → get to know the children better, their interests, ...
 - Works as “prevention”

Intervention: Jelke and Andy

What is the impact of Playing-2-gether on Jelke and Andy?

- Introduction (Movie: 31min 45- 32min25)





Intervention

What is the impact of Playing-2-gether on Jelke and Andy?

- First Playing-2-gether session in the listening corner
(Movie: 32min25 – 33min10)



MEER VIDEO'S

He probably needed a private moment with his teacher probably.



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Intervention

What is the impact of Playing-2-gether on Jelke and Andy?

- Jelke and Andy play Playing-2-gether in the house corner
(Movie: 34min09- 36min41)





Intervention



Why is it so important that the Playing-2-gether sessions with Andy take place ...

- regularly (f.e., twice a week) ?
- irrespective of the behavior of the child ?
- with a limited amount of time? (e.g., 10 minutes)



Teachers and children influence each other's stress level

- In a positive way
 - Play can reduce stress in teachers and children (Harvard, Center on the developing child)
- In a negative way
 - Externalizing behavior in the beginning of the school year, increases teacher-child conflict in the middle of the school year, which increases externalizing behavior at the end of the school year (Doumen et al., 2008)



Let's hear from Jelke



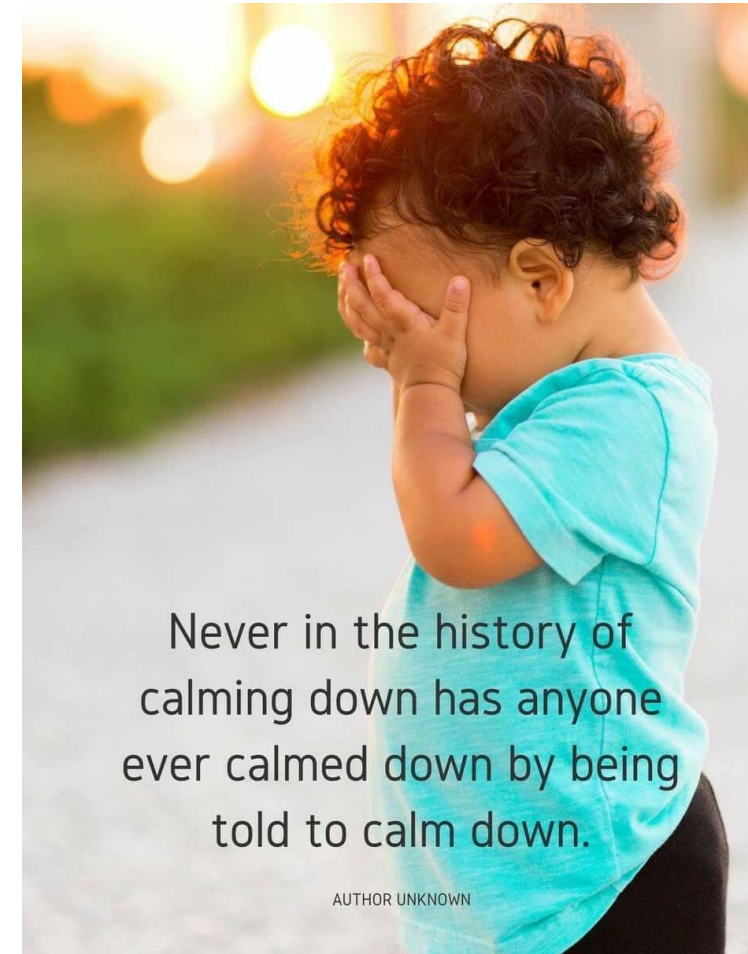
- Did you continue P2G that school year?
- How is Adam now?
- How is Andy now?
- Do you still practice Playing-2-gether?



Teachers and children influence each other's stress level



→ Break the stress cycles!
(Shanker & Barker, 2017)





More information to be found on the Playing-2-gether website

