Transcript for the Video:

Guiding Young Children's Behavior

Segment 1: Fostering Trusting Relationships

Objective 2: Why supportive relationships are important for children of Navy families

Host: Building relationships is something you do every day. But there might be times when a child in your class is facing more stress than usual. During these times, your relationship becomes even more critical and you might find the child could use some extra nurturing and attention. Here are some ideas for what you can do to support a child under stress.

Host: You can make sure to give the child a special warm greeting when they arrive at the center. You might invite the child to be your special helper when you’re getting snack ready or doing some other activity. You could try to take time for a one on one walk with the child on the playground. Or you could have the child sit on your lap as you read a book. You might show a little extra patience when the child is angry or upset.

Host: One thing that often causes stress in children is a difficult transition. But for Navy families, frequent transitions can be a way of life. Navy families often move from one base to another, or a parent may be deployed. A child dealing with this kind of a transition needs to adjust to a new home, and a new school, or an absent parent. Let’s take a look at how one teach develops a trusting and supportive relationship with one of her preschool children, as a way to ease her difficult transition.

Teacher: Good Morning! Hi Damien, how are you today?

Narrator: Moving to a new preschool classroom can be a tough transition. When Damien Hollingworth came to his new classroom, he needed a strong relationship with his teacher, Denise Thomas, to help him through.

Denise Thomas: For one, they’re entering into a strange environment. Like I said, people they’ve never met before, children they’ve never seen before. I think every child needs someone to count
on besides mom and dad. I mean, they need to know that they’re safe where they are, and I just want him to know that he’s okay as long as he’s in my care.

**Savannah Hollingworth**: He didn’t like it too much when he first started. He was scared; he was kind of intimidated I think. In the beginning he- they have the cubbies right by the door- he used to sit on the cubbies for a long time. He was very quiet, very secluded and shy.

**Narrator**: Denise drew on patience and understanding to help build that strong bond with Damien that eventually made him comfortable with his surroundings and his new friends.

**Denise**: A lot of soothing words; putting my hand out to him and leading the way, and just talking to him. Or like, if I couldn’t, he didn’t want to come to me, we always made sure someone was up at the front to keep an eye on him. Every once in a while Damien would express an interest, he’d look at something like he wanted to go join in, but he was scared. So we would go get his hand, and bring him over to the table and have him join us.

**Narrator**: When teachers build strong bonds with children, it not only helps the child, the parent feel more at ease as well.

**Savannah**: It’s very important, at least to me. I mean, I’m sure it is to him too, so that he feels comfortable. But to me, it makes a really big difference because if I can’t be there then I would like someone that he trusts that way to be there for him.

  Denise: Hi Damien, how are you today?
  Savannah: Can I have a kiss goodbye?