



Building Emotional Bonds with Children

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“NEVER LOSE FAITH & ALWAYS FIGHT ON!” (RAMIREZ, J.O., 2011).



How do You Feel Today?

- ▶ Labeling Emotions
- ▶ What impacts your emotional state?
 - ▶ Factors that affect our emotional state:
 - ▶ Snoozing
 - ▶ Traffic
 - ▶ Not finding belongings
 - ▶ Broken Routine
 - ▶ Sense of rejection
- ▶ Are you in your best behavior today?

Children are Important!

- ▶ As teachers, EVERY OPPORTUNITY COUNTS!
- ▶ How can we, as teachers, avoid missing out on those moments?
- ▶ How can we, as teachers, stay focused with children's needs?
- ▶ How can we, as teachers, make a child's day?
- ▶ Every Opportunity Counts!
 - ▶ <https://www.youtube.com/watch?v=VxyxywShewI&t=3s>

The **MOST** Important **PERSON** in **YOUR** life...

Activity:

- ▶ Write on a piece of paper a name of a person
 - ▶ The one that has most influence on your decision
 - ▶ The one that impacts your emotional state
 - ▶ The one that is your priority in your life
 - ▶ The one you love most
 - ▶ The one you have full control over
 - ▶ The one that effects your behavior
 - ▶ That person is...
 - ▶ The one that controls YOUR emotions!

Attachment Theory: Bowlby & Ainsworth

- ▶ Attachment is described as Lasting psychological connectedness between human beings (Bowlby, 1969)
 - ▶ Separation can lead to anxiety and distress for children who experienced this with caregivers (Bowlby, 1982).
- ▶ Secure attachment results when the caregiver consistently responds to child's distress in sensitive and loving ways. For example, being present, engaging in child's play, fostering the child's growth! (Ainsworth, 1970).

Meaningful Relationships

- ▶ Early attachment in the classroom can be through receiving comfort, reassurance, care for basic needs, and care (Harlow, 1958)
- ▶ Be Present
 - ▶ Mentally & Emotionally
- ▶ Be Kind
 - ▶ Pay attention to all children
 - ▶ Flexibility with routines
- ▶ Be Cognizant of the Children's Needs
 - ▶ Review the rules, expectations, and routines in the classroom



Attachment & Academic Success

- ▶ Children with secure attachment have an easier time building self-concept, self efficacy, and social interactions (Wang, 2021)
- ▶ Strong correlation between secure attachment and language performance (Hoffman, 2019)
- ▶ More competent and exploratory in early childhood and future academic performance (Wang, 2021)
- ▶ Children trusting parents and teachers (Gonzalez-Mena, J., & Widmeyer Eyer, D., 2012)
- ▶ Motivation, confidence, attention, and self-efficacy, cognitive development, and interrelationships with peers and family (Wang, 2021)

Review Activity: The most important child(ren) in your life

Behavior Challenges in the Classroom

- ▶ Application of theory = Knowledge of Child Development
- ▶ The Whole Child = Child as an Individual
- ▶ Reality (Children's Need) VS Expectations (Adult's Interest)
 - ▶ Are we realistic with our children's behavior?
 - ▶ Did our culture influence our expectations for a child's behavior?
- ▶ Identifying our emotions = Social & Emotional Development
- ▶ Expressing our emotions = Sympathy & Empathy

Acknowledging Emotions

- ▶ Use children's way of learning to facilitate emotional intelligence (Johnson, J. E., Christie, J. F., Yawkey, T. D., & Wardle, F. (1987).
- ▶ All our feelings are okay!
- ▶ Anger, frustration, sadness, disgust, fear are also emotions
- ▶ Empowering children to label their own emotions
 - ▶ Children are egocentric, they are the most important person in their lives

Classroom Management

- ▶ Children that need most love will ask for it in the most unloving ways (Anonymous)
- ▶ Classroom management is not about having the right rules...
...it is about having the right relationships (Anonymous)

Every Child Needs a CHAMPION

- ▶ High quality is not about academics, it's about social and emotional development (Washington, 2009)
- ▶ What can we do to facilitate emotionally healthy children in the classroom?
 - ▶ <https://www.youtube.com/watch?v=SFnMTHhKdkw>



Children are What they Learn

- ▶ By Dorothy Law Nolte, Ph.D. (1972)
 - ▶ 47 years ago, what are we doing wrong?!
- ▶ If you want social change, change the way we develop our children!

Activity: Read Aloud Children are what they learn

Children Learn What They Live (Nolte, D. 1972)

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with fear, they learn to be apprehensive.

If children live with pity, they learn to feel sorry for themselves.

If children live with ridicule, they learn to feel shy.

If children live with jealousy, they learn to feel envy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn patience.

If children live with praise, they learn appreciation.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with recognition, they learn it is good to have a goal.

If children live with sharing, they learn generosity.

If children live with honesty, they learn truthfulness.

If children live with fairness, they learn justice.

If children live with kindness and consideration, they learn respect.

If children live with security, they learn to have faith in themselves and in those about them.

If children live with friendliness, they learn the world is a nice place in which to live.



Arm Ourselves with Knowledge

- ▶ Empathy is modeled – SHOW IT!
- ▶ Sympathy takes time to develop – CULTIVATE IT!!
- ▶ Love is the best feeling in the world – SHARE IT!!!
- ▶ Peace – It's FREE!!!!

Social Change

- ▶ **Never Lose Faith**
 - ▶ Children need us and society deserves it
- ▶ **Always Fight On!**
 - ▶ We are the leaders of social change

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