Welcome!

Powerful Interactions: How to Connect with Children to Extend Their Learning

All Interactions Are Not Created Equal

- Children learn from all interactions, but not always what is intended.
- Everyday interactions are different from Powerful Interactions.

You Make A Difference!

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Turning Everyday Interactions Into Powerful Interactions

Intentionality Is Key!

- Research finds that interactions in which teachers intentionally promote learning are few and far between.
  Early et al. 2005; Pianta 2010

3 Steps of A Powerful Interaction

- Be Present
- Connect
- Extend
Pause and prepare... Did you notice that Ms. Odum... paused to briefly observe before joining Kimani’s play?
Let the child know that you see her, are interested in what she’s doing, and that you want to spend some time with her.

Did you notice that Ms. Odum…

- greeted her by name to personalize the interaction…
- said hello, rather than starting with a question…
- used an “I notice” statement: I see you have some cars in a line…
The greatest opportunity for learning lies in moments of teacher-child interaction, when the teacher crafts learning experiences that stretch children just beyond their current skill level. Munro 2008

Did you notice that Ms. Odum...

- used rich language
- initiated counting
- encouraged Kimani to predict
- posed a problem for Kimani to solve
Step 1 - Be Present: Do a “Me Check”

How am I feeling now?
How can I adjust to fit and connect with this child?

Step 1 - Be Present

What Did You Notice?

• What were some clues that let you know Judy was being present and making adjustments to fit with Hi’inoa?
Step 2 - Connect

The moment I decided to follow instead of lead, I discovered the joys of becoming a part of a small child’s world.  
Janet Gonzalez-Mena

Step 2 - Connect

When you connect with me, I feel...

• What do you notice the teacher doing to connect?
• How do you want the child to feel as you connect?
What Did You Notice?

- What did you notice Shelli do or say to connect?
- What do you think the child might be thinking or feeling?
- How do you want children to feel as you connect with them?
- How do you feel when you really connect with a child?

Step 2 - Connect

Teacher’s reported closeness to individual children predicts children’s academic success. Hamre and Pianta 2001

Step 3 - Extend Learning

When you extend a child’s knowledge and understanding hand-in-hand with nurturing a positive relationship with that child, you create the optimal condition for you to teach and for the child to learn. Birch & Ladd 1997
Strategies to Extend Learning

- think with children
- respond to curiosity
- use mirror talk
- have conversations
- inspire imaginative play
- solve problems together
- use rich vocabulary
- laugh with children
- ask open-ended questions
- link the new with the familiar

Mirror Talk

- Fosters connection and extends learning!

- Instead of “good job” or “I like the way...” say, “I notice...” or “I see that you...”

Segment 12.1

Henry, 4 Months, and His Teacher, Marjorie
Questions?

Insights?

Continuing The Conversation

• Talk with a partner.

• What you would say to a colleague to describe the difference between everyday interactions and a Powerful Interaction?

Thank You For Coming!

Please stay in touch! Share your comments, questions, and insights at www.powerfulinteractions.com