**CHC Community Services
Training Package Version 1**

CHCECE007
Develop positive and respectful relationships with children

Learner guide

Version 1

**Training and Education Support
Industry Skills Unit
Meadowbank**

Product Code: 5772

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About this unit

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

This unit applies to educators who work with children in a range of education and care service settings.

Underpinning this unit is knowledge of the relevant National Quality Standard quality areas, standards and elements, sections of Education and Care Services National Law and Regulations, and aspects of the relevant learning framework, including;

- National Quality Standard – Quality Areas 1, 4, 5, 6 and 7

- Education and Care Services National Regulation, Parts 4.1, 4.5 and 4.6

- Approved Learning Framework – Early Years Learning Framework or My Time, Our Place

Additionally, whilst studying this unit you will need to access a range of other resources and documents, including;

Raising Children Network website www.raisingchildren.net.au

Early Childhood Australia www.earlychildhoodaustralia.org.au

Unicef http://www.unicef.org/crc/

Nixon, D and Aldwinckle, M. 2007. *Exploring: Child development from three to six years*. 2nd edition.

Porter, L. (2006) *Children are people too. A parent's guide to young children's behaviour*. 4th ed

Intellokids http://intellokids.blogspot.com.au/2009/09/6-steps-to-resolving-conflicts-with.html

ECA's C*ode of ethics*. http://www.earlychildhoodaustralia.org.au/

ACECQA http://www.acecqa.gov.au

Details of, and/or links to all required resources are listed in the resources section at the rear of this Learner Resource. In some cases you will need to use a computer and the internet to access the required resources. Sometimes internet pages can be moved over time – if you have difficulty finding the required resources with the link provided, try a google search, and if that fails, ask your facilitator for assistance.

Section 1 - Communicating and interacting positively with children

Communicating with children

Communicating is a way of imparting or exchanging information as well as needs and feelings in the form of speech, writing, gestures and more. When we communicate we connect with others in forms which we are comfortable with and which are appropriate to the situation and circumstance. A large proportion of our waking time is spent communicating either by talking, listening, writing or reading.

Communication involves some form of interaction and is often a two way process which requires and values the input, feelings and intentions of other parties.

Communication is a day to day function and is important for survival and aids us in developing social networks and in being successful in our pathways personally and professionally. It begins at birth when we communicate basic needs of hunger, discomfort, pain, contentment and is essential to our survival and development. We continue refining and experimenting with forms of communication as we grow and develop. Communication helps us form positive relationships with others.

Communication takes many forms such as verbal, non-**verbal and written. Let's** explore these forms a little further.

Verbal communication is a way people communicate using sounds and words to form speech and language. This can occur face to face but also via other **mediums such as the telephone and video calls (let's call this technological** communication). Much of our verbal communication is face to face and involves the use of vocal cords which produce sounds. We then learn how to use these sounds to form words and then put words together to form sentences.

Types of verbal communication include:

- Speech

- Voice modulation

- Conversation

- Questioning

- Discussion

- Collaboration

- Reading – stories, poems

- Singing

- Use of information and communication technologies

Non-verbal communication in direct contrast means communication without words. It has been suggested by research that as much as 65% of the meaning of any conversation is conveyed through the body language of those involved. As adults, we may not be conscious that we 'read' body language but many of us have had conversations where things didn't feel right, where we felt uncomfortable and were not able to trust the person we were talking with. There will have been times when we have chosen to say one thing when our feelings and body language were saying another. Children are also able to use and understand body language, even if they are not able to explain it.

Types of non-verbal communication include:

- Facial expressions

- Eye contact

- Hand and body movements

- Signing

- Body tension

- Spatial distance (personal space)

- Touch

- Posture

- Listening

Written communication involves using mediums (pens, pencils, textas, paint) to put marks on paper and can take the form of handwriting and symbols.

Types of written communication include:

- Signs

- Letters, memos, newsletters, brochures

- Notes, reminders, lists

- Instructions

- Print – stories, poems, songs, newspapers,

- Symbols

Technological communication involves using technology as a medium. Its usage has increased remarkably in the last decade and includes:

- Telecommunications

- Internet

- Intranet

- Email

- Video calls

- Chat rooms

- Blogs

- Podcasting

- Wiki space

- SMS

Recognising and understanding these varying forms of communication will enable us to choose and use styles appropriate to certain situations and circumstances.

Information and communication technologies develop and change quickly. A disposition towards accepting change and adapting to new technologies will become increasingly important for future communication.

Age appropriate communication and language styles

Communication styles and techniques chosen will depend upon a variety of variables; **one such variable is age and stage of development. Let's look at some** of the ways which different ages communicate and how we can communicate with them.

0-2 year olds

Ways 0-2s communicate include:
(add some others you can think of)

Smiling	Eye contact	Touch
Holding a gaze, watching your mouth	Lifting arms, waving arms and legs around	Waving and other gestures
Crying (different types)	Cooing	Babbling, playing with sounds, imitating sounds
Pointing	Talking (initially 1-2 words)	Facial expressions
Starting a 'conversation' with another person in sounds	Squeaks and gurgles	

Ways to support communication with children aged 0-2 include:
(add others that you can think of)

Verbally. Talk about anything and everything, about what you are doing, put their gestures, body language and facial expressions into words for them. Speaking 'parentese' or 'motherese' (baby talk) *	Singing (songs, melodies, finger plays, etc.)	Responding to cues/ sounds/ cries
Touch	Massage	Eye contact, exaggerated facial expressions
Involvement in play	Reading	Music
Rocking	Providing security and comfort Lullabies	Foster home language
Read books, talk about the pictures	Match body language to feelings	Work with families
Tone of voice, high pitch, long vowels, clear pronunciation	Short, simple sentences Label objects of interest Use short questions	Rhymes Dandling songs Conversational turn taking – wait for the child to respond.

*"Parentese' or 'motherese' are terms coined by researchers to describe the way we talk to babies. Babies appear to prefer this type of talk. Go to the Raising Children Network website www.raisingchildren.net.au to read more about communicating and collaborating with babies and 'parentese'.

2-3 year olds

Ways 2-3s communicate include:
(add others that you can think of)

Gestures and grunts	One word sentences, echoing words	Two – three word sentences ('all gone')
Babbling, talking to self	Labelling	
Asking simple questions – "why', 'what's that'	Touch (positive and negative)	Body movements
Crying, sounds	Watching, pointing	Actions (tugging on pants to be picked up, shaking or nodding head, pushing you away)
Singing, humming		

Ways to support communication with children aged 2-3 include:
(add others that you can think of)

Verbally, expand on the 1-2 word communication, build sentences around words, label experiences and emotions	Body language, gestures and facial expressions	Touch, holding hands, cuddles
Allow them time to respond	Music/ Singing, songs and action rhymes, made up songs about what you are doing	Respond quickly and predictably to communication efforts and suggestions
Following up ideas and leads	Role modelling language and listening skills	Individually and small group
Reading, talk about the pictures	Involvement in play, planned play provisions	Give one direction at a time
Talk though routines – **"first we turn on the tap, the we get the soap'**	Speak clearly and simply	Ask open ended questions – 'I wonder - what colour we will get when we mix the paint? **" and**
Ask conversation questions, questions that do not expect an answer **"Have you got al blue truck? It's a blue truck isn't it"**?	Talk all the time, talk about the here and now, describe what they are doing, feeling, hearing as they play – this is called parallel talk.	Play lots of word games
Give simple explanations – **"put teddy inside , then** he will stay clean	Give warnings before transitions	Modelling correct **language "Daddy goed"** – **"Yes daddy went to the shop to get your milk"**

Activity 1.1   Toddlers' speech

Task

Expand the following toddler words to model and encourage communication

Scenario	Child	Educator
The child's mother has just left for work.	'Mummy go'	
The child is sitting in a high chair	'Drink'	
The child is running towards the slide	'Me go'	
The child is pointing at a bird, it files away	'Bird gone'	

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3-6 year olds

Ways 3-6s communicate include:
(add some others you can think of)

Full sentences, grammatically correct	Story telling	Talking to others, talk about past experiences
Play (pretend and fantasy)	Drawing and writing	Self talk
Gestures	Humour	Asking questions
Making up stories		

Ways to support communication with children aged 3-6 include:
(add others that you can think of)

Verbal	Body language	Offer choices
Allow time to respond, listen	Ask questions	Responding to suggestions
Following up ideas	Discussion/setting rules	In large or small group
Create opportunities for play, drawing, writing	Listening to informal conversations	Prompt
Writing up ideas	Feedback - evaluation	De-briefing
Reading	Music, singing, rhymes, poems, finger plays	Respect ideas and opinions
Create opportunities to connect the written and spoken word	Start conversations	

6-12 year olds

Ways 6-12s communicate include:
(add others that you can think of)

Full sentences much like adults	Asking questions, seeking more information	Relating past experiences
Drawing and writing	Conversations	Humour
Text messages	Email	Blogs
Social networking on internet	Slang	

Ways to support communication with children aged 6-12
(Add others that you can think of.)

Meetings	Games	Verbal stories
Limericks and jokes	Poems	Discussions
Design posters	Plan and conduct plays and dramas	Design surveys
Planning sessions for projects of interest	In autonomous groups of interest / leisure	Music and song writing
Informal conversations	Creative writing	Internet