## The Matrix of Educational Support

<table>
<thead>
<tr>
<th>Physical</th>
<th>Guiding and being with the child</th>
<th>Closeness, warmth and joy</th>
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| **Direction and touch** | Supportive direction, guidance and regulation  
Making clear the relationship of cause and effect  
Conversation, negotiation and reasoning  
Consistent, clear boundaries  
A gentle touch, holding the child close or in the lap, caressing the child  
Accepting, encouraging looks and tone of voice | **Good care** | Age-appropriate care, clothing and nourishment  
Age-related stimulation  
Enabling physical movement that is typical of children  
Safety, protection and living conditions  
Education  
Hygiene, health and health care  
Age-appropriate supervision and guidance  
Prioritising children's needs |

<table>
<thead>
<tr>
<th>Mental</th>
<th>Presence and encountering child</th>
<th>A supportive relationship</th>
</tr>
</thead>
</table>
| **Describes events / situations involving a child and a close adult relative** | Showing interest in the child and monitoring the child’s initiatives  
Listening, verbalising and showing the child a good example  
Encouraging speech and feedback, supporting the child’s strengths  
Thanking  
Recognising, verbalising and accepting emotions  
Supporting the development of regulating emotions and activities  
Taking care of the child’s basic needs | **Describes the relationship and interaction between the child and a close adult relative** | The parent is emotionally accessible to the child  
Keeping the child’s perspective in mind  
A positive attitude and relationship with the child  
A developmentally suitable interaction with the child  
The ability to recognise the child’s personal boundaries  
The ability to support the child’s social development  
A feeling of joy from having the child and being with them  
A sensitive relationship, giving space to the child |

**Presence and encountering child**

Describes events / situations involving a child and a close adult relative

- Showing interest in the child and monitoring the child’s initiatives
- Listening, verbalising and showing the child a good example
- Encouraging speech and feedback, supporting the child’s strengths
- Thanking
- Recognising, verbalising and accepting emotions
- Supporting the development of regulating emotions and activities
- Taking care of the child’s basic needs

**A supportive relationship**

Describes the relationship and interaction between the child and a close adult relative

- The parent is emotionally accessible to the child
- Keeping the child’s perspective in mind
- A positive attitude and relationship with the child
- A developmentally suitable interaction with the child
- The ability to recognise the child’s personal boundaries
- The ability to support the child’s social development
- A feeling of joy from having the child and being with them
- A sensitive relationship, giving space to the child