

THE MATRIX OF EDUCATIONAL SUPPORT ©

	Guiding and being with the child	Closeness, warmth and joy
Physical	<p>Direction and touch</p> <p>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</p>	<p>Good care</p> <p>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</p>
Mental	<p>Presence and encountering child Describes events / situations involving a child and a close adult relative</p> <p>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</p>	<p>A supportive relationship Describes the relationship and interaction between the child and a close adult relative</p> <p>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</p>



ENSI- JA
TURVAKOTIEN
LIITTO

