



SERIES 1 · CONNECTION, SAFETY, AND BELONGING

Rooted at Home

How everyday family life can help children practice conversation, perspective-taking, consent, boundaries, problem-solving, and repair.

CONNECTED CAREGIVER

Series 1 - Connection, Safety, and Belonging | 20-22 minutes

ABOUT THIS PUBLICATION

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AT A GLANCE

Estimated reading time: 20-22 minutes

Central idea: Children begin learning about relationships through everyday experiences of being heard, respected, comforted, guided, and included in repair. At home, they can practice conversation, perspective-taking, boundaries, problem-solving, and making amends with adults who remain responsible for safety.

In this publication, you will explore how to:

- 1 Make relationship skills visible in ordinary family life.
- 2 Use facial expressions as clues without claiming to know another person's feelings.
- 3 Coach manageable peer conflict without overlooking harm or unequal power.
- 4 Practice listening, consent, boundaries, and repair through family conversations.

This publication includes small actions and questions for reflection.

CONFLICT IS NOT THE SAME AS BULLYING OR VICTIMIZATION

Children can practice solving a disagreement when everyone is safe, able to participate, and relatively equal in power. An adult should intervene when there is physical aggression, threats, coercion, humiliation, discriminatory behavior, deliberate or repeated exclusion, sexualized behavior,

property damage, a meaningful power imbalance, a pattern likely to continue, or a request for help. Do not ask a harmed child to negotiate, reconcile, forgive, or share responsibility for stopping someone else's harmful behavior. Separate children when needed, support the harmed child, address safety and accountability, document serious patterns, and involve the relevant school, program, clinician, or authority.

Where Friendship Skills Begin

Many caregivers hope a child will grow into someone who can be kind, respectful, confident, and able to build healthy friendships.

Friendship skills do not begin with a playground lecture. They begin much earlier, in everyday relationships.

Children learn what it feels like:

- to be listened to;
- to receive comfort;
- to have a boundary respected;
- to be invited into an age-appropriate conversation;
- to receive clear, fair guidance;
- to make a mistake without losing belonging;
- to see harm taken seriously; and

- to participate in repair.

These experiences do not determine exactly how a child will behave, and children do not automatically copy every quality they receive. Temperament, development, disability, language, culture, peers, schools, stress, safety, and opportunity all matter. Still, responsive family relationships provide repeated opportunities to experience and practice the give-and-take that relationships require.

Across earlier briefs, families have used presence, curiosity, shared work, play, and reflection to help children understand themselves and their world. Those same capacities now widen toward peers and community.

Big Idea: Relationships Are Learned in Relationships

Healthy friendship is not one skill taught in one lesson. It involves many capacities that continue developing over time:

- communicating wants and limits;
- listening in more than one way;
- noticing another person's signals;
- tolerating some disagreement;
- sharing ideas and influence;
- negotiating when negotiation is appropriate;
- asking for and accepting help;

- respecting “no”;
- repairing harm; and
- recognizing when a relationship or situation is not safe.

Family life offers practice through conversations, routines, play, misunderstandings, shared laughter, and repair.

Children do not need perfect adults. They do need adults who take responsibility for their own behavior, remain curious about the child's experience, set protective limits, and make meaningful changes after mistakes.

Adults and Peers Have Different Responsibilities

Adults and peers are not interchangeable.

Adults are responsible for protecting children, providing guidance, and creating conditions in which social learning can happen safely. Peers are developing many of the same skills at the same time.

Two children may want the same object. Both may want to lead a game. One may misunderstand a gesture or rule. Someone may feel disappointed when an idea is rejected.

An ordinary disagreement between children with similar power can become an opportunity to practice. It is not evidence that friendship has failed.

But discomfort is not always productive, and adult nonintervention is not automatically a sign of trust. A young child, a child with communication or access needs, or a child facing a more powerful peer may require prompt, direct support. An adult's first task is to understand what kind of situation is occurring.

Ask:

- 1 Is anyone unsafe, frightened, overwhelmed, trapped, or unable to communicate?
- 2 Is there aggression, coercion, targeting, humiliation, bias, or damage?
- 3 Is the behavior repeated or likely to be repeated?
- 4 Is there a power difference based on age, size, number, status, information, ability, or social influence?
- 5 Has a child asked for help or tried unsuccessfully to stop the interaction?

If the answer to any of these questions is yes, move from observation to protection. Children should never have to prove they can manage harm independently.

Relationships Teach Relationships

When adults listen with interest, children experience what listening can feel like. When adults honor a reasonable “no,” children see consent in action. When adults apologize and change their behavior, children learn that repair is more than a word.

Children also notice contradictions. An adult cannot teach respectful disagreement while humiliating someone, demand honesty while punishing every truthful admission, or teach consent while forcing affection.

Modeling is influential, but it is not magic. A child who has experienced patience may still become impatient. A child who knows the right words may not be able to use them while dysregulated. Social behavior needs practice, support, motivation, access, and development - not shame.

The goal is to make healthy patterns familiar:

- people can disagree without contempt;
- boundaries deserve attention;
- strong feelings do not excuse harm;
- a mistake can be acknowledged;
- repair includes action;
- forgiveness cannot be demanded; and

- belonging does not require tolerating mistreatment.

The Mirror Game: Practice Looking for Clues

Noticing expression, posture, movement, voice, words, and context can help children respond to other people. Try a flexible version of **The Mirror Game**.

Sit where both people are comfortable. Take turns choosing, making, drawing, or describing an expression or body pose. Possible ideas include:

- happy;
- frustrated;
- surprised;
- worried;
- excited;
- disappointed;
- embarrassed; or
- proud.

The other person can mirror it, name one possibility, or pass.

Then ask:

- “What are some reasons a person might look this way?”
- “Could the same face mean something different?”
- “What other clues would help us understand?”

- “How could we check instead of guessing?”
- “What might the person want: help, company, space, or something else?”

A face is a clue, not proof. A person may smile when nervous, look away while listening, become still when overwhelmed, speak loudly when excited, or show emotion in a way another person does not expect. Culture, context, temperament, disability, masking, and individual communication styles affect expression.

The most reliable next step is often respectful inquiry:

“I noticed you got quiet. Are you okay? Would you like company, help, or space?”

Accept the person's answer. Empathy includes checking our interpretation and respecting the response.

What Adults Learn Too

Adults sometimes feel responsible for supplying the correct line for every social moment. Children remind us that relationships cannot be reduced to scripts.

They learn through responsive back-and-forth exchanges, direct teaching, observation, practice, protection, mistakes, and repair. They also need room to develop their own personalities and friendship styles.

Our role is not to create a child who is agreeable at all times. It is to support someone who can care about others without abandoning personal safety, preference, or boundaries.

ONE SMALL CHANGE

During one family interaction, model a respectful check rather than assuming a feeling:

“I noticed _____. I wonder if _____. Am I understanding, or is something else happening?”

Let the other person correct you.

PAUSE AND REFLECT

- Does this child experience respect for their own limits as well as encouragement to respect others?
 - Am I treating facial expressions as clues rather than facts?
 - Can the child pass during an emotion activity or use another communication form?
 - How do adults in this home show accountability after causing harm?
 - Do I distinguish manageable disagreement from bullying, coercion, or victimization?
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Home Is a Practice Ground

Conversation Happens in Many Places

Family meals can nourish relationships as well as bodies. A table is not required. Conversation can happen during a car or bus ride, a walk, bath time, food preparation, cleanup, bedtime, parallel play, or a quiet moment between routines.

Not every household shares a daily meal. Work schedules, hunger, sensory needs, feeding differences, cultural practices, family structure, stress, and access shape what is possible. Choose a setting that works for the people present.

Instead of asking only, “How was your day?” offer one focused invitation:

- What made you smile today?
- Was anything difficult?
- What did you notice?
- What are you wondering about?
- Did anyone help you?
- Did you contribute to something?
- Is there anything you want us to know?

Adults can answer too, but no one must share. A child may pass, answer later, draw, gesture, type, use a communication

device, or ask to speak privately. Do not press for details about peers, school, or feelings in front of others.

The richest conversations are reciprocal. Adults listen and respond to what the child actually communicates rather than moving rapidly through a list of questions.

Children Notice How Adults Use Power

Children observe adult behavior in ordinary public and private moments. They may notice:

- how we greet a neighbor;
- how we speak to service workers;
- how we react in traffic;
- how we respond to disagreement;
- whether we interrupt;
- whether we make jokes at someone's expense;
- how we talk about people who are absent;
- whether rules apply consistently;
- how we respond when someone says no; and
- what happens after we cause harm.

Adults will be impatient, distracted, mistaken, or unfair sometimes. The useful model is not perfection; it is accountability.

A meaningful repair might sound like:

“I interrupted and raised my voice. That was not respectful, and it was my responsibility. I am sorry. I want to hear what you were saying. Next time I will pause before answering.”

Repair may also require returning an object, replacing what was damaged, correcting misinformation, changing a routine, respecting distance, or seeking help. An apology does not require the other person to say “It's okay,” offer affection, resume play, or forgive immediately.

Help Without Taking Over

When a conflict is safe and relatively balanced, an adult can slow it down without deciding everything.

Start with regulation and access:

- move to a quieter space if needed;
- help children pause physical action;
- offer words, visuals, gestures, or a communication device;
- allow time before discussion; and
- speak with children separately if a joint conversation adds pressure.

Then help identify the problem:

“You both reached for the truck, and now both of you are holding it. I won't let anyone pull or hit. What could happen next?”

Possible coaching questions include:

- What happened from your point of view?
- What do you need now?
- Is this a problem to solve together, or do you need space?
- What ideas could work for both people?
- Would you like a suggestion?
- Was anything damaged or does anyone need care?
- What would repair look like?

The adult can provide choices when children have no workable ideas. Coaching does not mean withholding information or waiting indefinitely while distress grows.

Protection, Coaching, or Space?

Use the least intrusive response that still meets the child's needs and your responsibility.

Protect

Stop the behavior and take responsibility for next steps when there is danger, aggression, coercion, a power imbalance, repeated targeting, or a child cannot safely participate.

“I am stopping this. You said no, and the grabbing continued. You do not have to solve this together right now.”

Coach

Support children through a manageable, balanced disagreement when they are willing and able to participate.

“Both plans matter, and you disagree about which comes first. Do you want to hear each plan and choose, combine them, or play separately?”

Give space

Stay available while children continue independently when the interaction is safe and they do not need help.

“I am nearby if either of you wants support.”

Choosing separate play is a valid solution. Children do not have to become friends, share every valued possession, include every person in private play, or continue an interaction that feels uncomfortable. In shared schools and community spaces, adults should still prevent deliberate humiliation, discriminatory exclusion, and patterns designed to isolate or harm.

Thoughtful Feedback Makes Actions Visible

Specific observations can help children connect relationship values with behavior:

- “You waited until Kai finished before adding your idea.”
- “You asked before joining the game.”
- “When Ana said no, you moved back.”
- “You told me you needed help when the teasing continued.”
- “You returned the piece and asked what might repair the model.”
- “You decided to play separately before the argument became hurtful.”

Do not praise a child for tolerating mistreatment, giving up a boundary, taking responsibility for another child's behavior, or reconciling before they are ready.

Feedback is not the only teacher. Clear limits, direct instruction, accessible practice, and the adult's own behavior matter too.

Extend the Wonder Cycle Toward People - Carefully

The Wonder Cycle from earlier briefs can support social understanding if observation remains distinct from assumption:

- 1 **Notice:** What did we see or hear?
- 2 **Wonder:** What are several possible explanations?
- 3 **Ask or investigate:** What can we respectfully check?
- 4 **Reflect:** What did we learn, and what remains private or unknown?

For example:

- **Notice:** “Jo stopped talking and moved away.”
- **Wonder:** “Jo might be upset, tired, concentrating, or ready for space.”
- **Ask:** “Do you want company, or would you rather be alone?”
- **Reflect:** “Jo asked for space. We can respect that without knowing every reason.”

Curiosity about people must include privacy. A person is not a puzzle that others are entitled to solve.

What Adults Learn Too

Adults often believe their greatest influence comes from what they explain. Children also learn from how adults listen, disagree, use power, accept correction, protect boundaries, and repair.

We do not need to stage lessons constantly. We can practice the same relationship skills we hope children will develop - and be honest when our practice falls short.

ONE SMALL CHANGE

In one safe, balanced disagreement, replace an immediate verdict with:

“I will help keep this safe. Do you want support finding ideas, or do you already have one?”

If the situation is not safe or balanced, intervene directly instead.

PAUSE AND REFLECT

- Are family questions invitations, or do they require disclosure?
 - What does this child learn from how adults use status and power?
 - Does my repair include changed behavior or restitution when needed?
 - Can children choose separate play as well as compromise?
 - Am I offering enough support for communication, regulation, and access?
-

Build Belonging with Boundaries and Repair

Family Activity: Conversation Cards

Create a small set of conversation cards or keep a list on a phone, communication device, or sheet of paper. Use one prompt during a time when people are reasonably settled.

Possible prompts include:

- What made you laugh today?
- What felt difficult?

- What are you curious about right now?
- When did someone show you care or respect?
- Did you show care or respect to someone?
- What did you learn?
- Is there someone you would like to know better?
- Did you set or respect a boundary?
- Is there something you want help repairing?
- What question would you like our family to explore?

Before beginning, agree on simple practices:

- 1 Anyone can pass.
- 2 There is no required length or communication method.
- 3 We do not correct another person's feelings or memory during their turn.
- 4 Private information stays private unless someone may be unsafe.
- 5 A concern about safety can be discussed with a trusted adult separately.
- 6 The prompt can be changed or the activity can end.

Adults participate with age-appropriate honesty. Avoid using the activity to question children about suspected wrongdoing in front of others or to deliver a disguised lecture.

Listening is not passive. A listener might wait, reflect on one important idea, ask permission for a follow-up, or thank the speaker:

“You said the group game was fun until the rule changed. Do you want me to listen, help think about tomorrow, or leave it there?”

Over time, family members may learn new things about one another because they have made more room for attention - not because everyone is required to disclose.

Big Words, Clear Meanings

Modeling

Modeling means that our actions show other people one possible way to behave. It happens alongside direct teaching, guidance, experience, and each person's own choices.

Children can notice an adult greeting someone, protecting a boundary, admitting an error, changing a harmful habit, or listening without interrupting. Adults can also name the reasoning without turning the moment into a speech:

“I misunderstood what she asked. I am going back to check and correct it.”

Friendship

Friendship is a relationship people freely choose and both help shape. Friends may enjoy time together, show interest and care, respect limits, navigate some disagreements, and help one another.

Friendship does not require constant agreement, equal abilities, identical ways of communicating, or sharing everything. It also does not require tolerating fear, control, humiliation, repeated harm, or ignored boundaries.

Children vary in how many friends they want, how often they want social contact, and what friendship looks like to them. Solitary time, one close friend, activity-based companionship, online friendship with appropriate safeguards, parallel play, and a larger group can all be meaningful. A child's worth is not measured by popularity.

Storybook Connection

The Invisible Boy by Trudy Ludwig, illustrated by Patrice Barton, follows a child who feels unnoticed and shows how small invitations can affect belonging.

After reading, ask one question at a time:

- What did different characters notice or overlook?
- Which invitation changed the situation?

- How could someone invite another person without pressuring them?
- What could the invited person say if they wanted to join? What if they did not?
- Who was responsible for making the classroom safe and inclusive?

Use the story to explore kindness and group belonging without suggesting that one child must befriend everyone, that a harmed child must include someone who mistreated them, or that peers alone are responsible for fixing exclusion. Adults shape the environment too.

What We Hope You Will Discover

Children develop relationship skills through repeated experience, practice, guidance, and reflection.

A conversation can teach that ideas are worth hearing. A clear intervention can teach that safety matters. An accepted “no” can teach consent. A changed behavior can teach what apology means. Shared laughter can make connection enjoyable. Separate play can protect a boundary without making either child bad.

These experiences can support confidence, empathy, trust, and belonging. They are foundations, not guarantees. Healthy friendship remains mutual and freely chosen.

The Connected Caregiver Principle

Children Build Friendships by First Experiencing Friendship

Children benefit from relationships in which they are:

- heard;
- respected;
- comforted;
- guided;
- invited into conversation;
- protected from harm;
- allowed to have preferences and boundaries;
- supported in taking responsibility; and
- valued after mistakes.

From that foundation, adults can help children practice offering attention, respect, honesty, care, consent, and repair to other people.

Children do not owe friendship in return for kindness, and they are not responsible for recreating every adult relationship they experience. The principle is an invitation to make healthy ways of relating familiar - not a promise or demand.

Try This for Two Weeks

Notice moments when a child is navigating a relationship with a sibling, cousin, classmate, teammate, or friend.

Before acting, ask:

- 1 **Does this require protection?** Is there harm, fear, coercion, repeated targeting, a power imbalance, an ignored “no,” or a request for help?
- 2 **Would coaching help?** Is this a safe, balanced problem that the children are willing and able to work on?
- 3 **Is space enough?** Are they safe and already finding a workable path?

If protection is needed, act promptly. If coaching fits, help children state the problem and generate options without requiring agreement or reconciliation. If space is enough, remain available.

Keep a short private note about your own response - not the children's performance:

- What clues shaped my decision?
- Did I step in too late, too early, or at a useful time?
- Did every child have a real way to communicate?
- Did I treat a power imbalance as if it were a mutual conflict?
- What could I do differently next time?

The goal is not to wait longer in every situation. It is to respond more accurately.

ONE SMALL CHANGE

Choose one conversation card this week. Begin by saying:

“Anyone can answer, pass, or ask for a different question.”

Model a brief, honest answer and let the conversation develop - or end - naturally.

PAUSE AND REFLECT

- Does belonging in this family leave room for privacy and solitude?
 - Do our definitions of kindness include consent and boundaries?
 - Is friendship presented as freely chosen rather than owed?
 - When harm occurs, who is responsible for protection and repair?
 - Am I evaluating the child, or reflecting on the support and environment adults provide?
-

WHERE THESE IDEAS FIT

Growing Together Across Generations explores shared hopes, boundaries, and repair among caring adults. *Expanding the Circle* applies communication, consent, help, and repair to friendship. *Public Spaces* extends rights, responsibilities, access, and belonging into the wider community. Read together, this package provides broader context and helps caregivers choose where to explore a particular idea more deeply.

Key Takeaway

Children's earliest relationship experiences can become a foundation for later social learning. In responsive family life, children can experience being heard, protected, respected, and welcomed back after mistakes. They can watch adults disagree without contempt, apologize without demanding forgiveness, and repair through changed behavior.

Then they can practice: listening, asking, saying no, accepting no, solving manageable problems, seeking help, making amends, choosing closeness, and choosing space.

The goal is not a perfectly agreeable or endlessly sociable child. It is a child who is supported in building relationships that are mutual, safe, respectful, and freely chosen - and who knows that trusted adults will step in when a situation is not theirs to solve alone.

Learn · Connect · Grow

LEARN

What is one idea from this publication that you want to remember?

CONNECT

What did this publication help you notice or reconsider about the person in your care, your relationship, or your circumstances?

GROW

What is one small, safe, manageable action you may try, practice, or pay attention to next?

Research Foundations and Further Reading

- 1 England-Mason, G., Andrews, K., Atkinson, L., & Gonzalez, A. (2023). Emotion socialization parenting interventions targeting emotional competence in young children: A systematic review and meta-analysis of randomized controlled trials. *Clinical Psychology Review*, 100, 102252. Across 15 trials involving parents of children from 18 months through age six, interventions improved measured parenting practices and child emotional competence; the authors also called for additional rigorous trials.

- 2 Romeo, R. R., Leonard, J. A., Robinson, S. T., et al. (2018). Beyond the 30-Million-Word Gap: Children's Conversational Exposure Is Associated With Language-Related Brain Function. *Psychological Science*, 29(5), 700-710. In a small correlational study of 36 children ages four to six, conversational turns - not adult word count alone - were associated with language skills and language-related brain activation.
- 3 Center on the Developing Child at Harvard University. Serve and Return: Back-and-Forth Exchanges. An overview of how responsive exchanges with caring adults support early communication and social development.
- 4 StopBullying.gov. What Is Bullying? and Other Types of Aggressive Behavior. Federal guidance distinguishing peer conflict from bullying, which includes aggression, repetition or likely repetition, and a real or perceived power imbalance.
- 5 Bardige, B. S. (2016). *Talk to Me, Baby! How You Can Support Young Children's Language Development* (2nd ed.). Brookes Publishing. Practical ideas for responsive conversation during daily routines.
- 6 Siegel, D. J., & Bryson, T. P. (2014). *No-Drama Discipline*. Bantam. A relationship-centered approach to guidance, co-regulation, reflection, and repair.
- 7 Rosenberg, M. B. (2015). *Nonviolent Communication: A Language of Life* (3rd ed.). PuddleDancer Press. A widely used communication framework centered on observations, feelings, needs, and requests; use it flexibly rather than as a script or substitute for protective action.

A FINAL REMINDER

Choose and adapt any idea, reflection prompt, activity, or suggested response based on the individual needs, abilities, circumstances, and safety of the person in your care. Seek guidance from an appropriately qualified professional when a situation calls for individualized support. If anyone may be in immediate danger, contact the appropriate local emergency or crisis service.

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