EARLY CHILDHOOD INVESTIGATIONS WEBINAR

How Simple, Everyday Interactions Make the Difference in Early Childhood

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SIMPLE INTERACTIONS
www.simpleinteractions.org
'DO YOU EVER WONDER IF YOU'VE MADE A DIFFERENCE IN THIS LIFE: WHETHER ANY OF THOSE CHILDREN WHO HAVE COME TO YOUR CARE HAVE REMEMBERED ANYTHING YOU DID FOR THEM – ANY WAYS YOU CARED FOR THEM?'

Video of Crossing Guard

What does Ms. Paula do? What difference does Ms. Paula make?
Always look for the helpers. Because when you look for the helpers, you’ll know that there is hope.

Fred Rogers

1. Who is a helper?
Human relationships are primary in all of living. When the gusty winds blow and shake our lives, if we know that people care about us, we may bend with the wind . . . but we won’t break.

Fred Rogers

2.
What do helpers do?
Trust doesn't happen by accident, and there are no shortcuts.

It's through relationships that we grow best, and learn best.

Simple, everyday interactions are the basic building blocks of developmental relationships.
What do you notice?

Name 3 Things

Connection
Reciprocity
Inclusion
Opportunity to Grow
(Word Gap) **oversimplifies** the phenomenon.

The implied focus on *quantity* of parent talk obscures the fact that there are more essential components of parent-child communication that go beyond hearing more words ...

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Parents should not get the **wrong message** and be stressed out about talking all the time or meeting a set number of words per day.

Instead, they should focus on finding time for **even brief high-quality, loving interactions**.

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**What counts** cannot always be counted,

What can be counted does not always count.

*Attributed to Albert Einstein*
3. How can we help the helpers?

Deep and simple is far more essential than shallow and complex.

Fred Rogers
Stated simply, relationships are the “active ingredients” of the environment’s influence on healthy human development.
The (practice, program, or policy) can help children learn and grow *if and only if* it encourages, enriches, and empowers the **human relationships** around the children.

We cannot make a lasting impact on children by skipping over the adults in the middle.
... "Help the Helpers" ...

**ASK THE ESSENTIAL QUESTION**

How does this ___________ help to
(Practice, Program, Policy)

Encourage, Enrich, and Empower

human interactions around the children?

**ASK THE HONEST QUESTION**

How does some of our
(PRACTICES, PROGRAMS, POLICIES)

discourage, diminish, and disempower

the adult helpers around the children?
“DO YOU EVER WONDER IF YOU’VE MADE A DIFFERENCE IN THIS LIFE: WHETHER ANY OF THOSE CHILDREN WHO HAVE COME TO YOUR CARE HAVE REMEMBERED ANYTHING YOU DID FOR THEM – ANY WAYS YOU CARED FOR THEM?”
“helpful appreciator”

There must be times when you wonder what in the world you can do for a certain child or a certain family (or a child care provider), yet you wanted so much to be of service that little by little the answer often comes to you, and you discover the way to be that helpful appreciator which invariably makes the difference – no matter how primitive our resources may be.

“helpful appreciator”

The greatest thing we can do is to find what is healthy and laudable about somebody else and reflect that to them. I really think that’s the greatest weapon against any kind of bigotry and racism.
“helpful appreciator”

It’s a large assignment, to be able to help people look deep within themselves and find what is wonderful there, because at the core of everyone is someone wonderful.

Fred Rogers

Video of Fred Rogers Message to Early Childhood Educators and Caregivers