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Always look for the helpers.

Because when you look for the helpers, you'll know that there is hope.

Fred Rogers

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1. Who is a **helper?**

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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

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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.

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simple, everyday interactions

are the basic building blocks of developmental relationships

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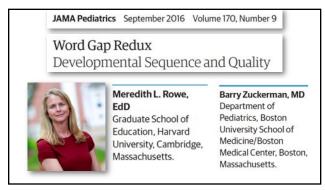
What do you **notice**?

Name 3 Things

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JAMA Pediatrics September 2016 Volume 170, Number 9	
(Word Gap) oversimplifies the phenomenon.	
The implied focus on <i>quantity</i> of parent talk	
obscures the fact that there are more	
essential components of parent-child	
communication that go beyond hearing more	
words	
	_
19	
JAMA Pediatrics September 2016 Volume 170, Number 9	1
Parents should not get the <u>wrong message</u>	
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.	
20	
	7
What counts cannot always be	
counted,	
What can be counted does not	
always count.	
Attributed to Albert Einstein	

www.simpleinter	ractions.org
MALE MENCHON INT	STYPLE INTERACTIONS

3. How can we help the **helpers?**

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

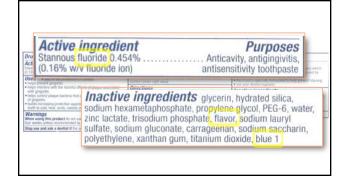
Fred Rogers

Young Children Develop in an Environment of Relationships

Stated simply, relationships are the <u>"active ingredients"</u> of the environment's influence on healthy human development.

Center on the Developing Child 😛 HARVARD UNIVERSITY

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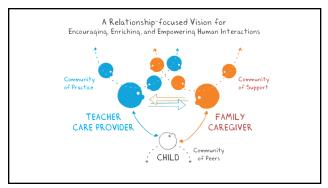


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The <u>(practice, program, or policy)</u> can help children learn and grow <u>if and only if</u> it encourages, enriches, and empowers the human relationships around the children.

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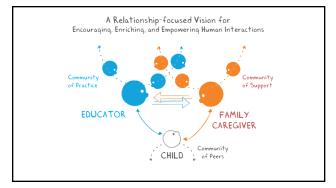


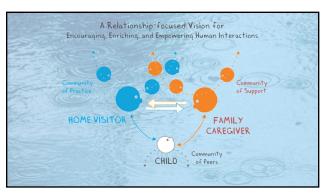
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We cannot make a lasting impact on children by skipping over the adults in the middle.

"Help the Helpers"	
31	
ASK THE ESSENTIAL QUESTION	
How does this help to	
(Practice, Program, Policy)	
Encourage, Enrich, and Empower	
human interactions around the children?	-
32	
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?





SIMPLE INTERACTIONS TOOL An Instrument for Observing Adult-Chief Interactions Across Developmental Settings	
Noticing and Appreciating Adult-Child Interaction	S
SIMPLE INTERACTIONS TOOL Noticing and Appreciating Human Interactions Across Developmental Settings	
Noticing and Appreciating Human Interactions	S

"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.

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"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.

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

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Video of Fred Rogers Message to Early Childhood Educators and Caregivers