

Welcome! We're so glad to see everyone here today!

PEDALS: EIM Year 1 Kickoff



“

If you could only sense how important you are to the lives of those you meet; how important you can be to the people you may never even dream of.”

Mr. Rogers

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Read the quote and welcome participants
Ask them what sticks out to you?

This or That?

- morning or evening?
- cats or dogs?
- pizza or Chinese?
- beaches or woods?
- night in or night out?
- talking or listening?
- movies or tv shows?
- sweet or savory?
- text or call?
- relaxation or adventure?



The Setup: Instruct everyone to stand up. Designate one side of the room as "Option A" and the other side as "Option B."

How to Play: Read a "This or That" prompt aloud (e.g., *Coffee or Tea?*, *Early Bird or Night Owl?*).

The Action: Participants move to the side of the room that matches their preference.

Connection: Give the groups 30 seconds to chat with those around them about why they chose that side.

Trainer Tip: If the group is short on space or time, have them stay seated and simply point to the left or right side of the room. Keep the energy high and the prompts light!

What is Everyday Interactions Matter?

Everyday Interactions Matter (EIM) is a professional development initiative designed to help early childhood educators learn and grow from their own practice. Through a strengths-based process of observation, discussion, and reflection, educators take a close look at the everyday moments they share with children.



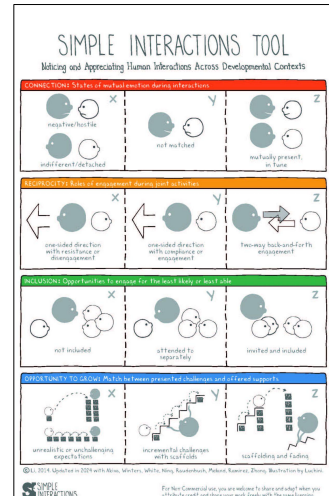
The Resource: Explain that we use video footage of real, daily interactions between teachers and children as our primary tool for professional growth.

The Approach: By using the **Everyday Interactions Matter** framework, we aren't looking for "perfect" or staged moments. Instead, we are training our eyes to see the powerful growth, sharing, and learning happening in the ordinary, everyday moments you already share with children.

The Goal: The aim is to help educators observe and reflect on these small but mighty interactions, recognizing the sense of belonging they create for every child.

EIM Foundations

- Rooted in the work of Fred Rogers and Dr. Junlei Li
- Dr. Li's intent with the Simple Interactions Tool
- Simple Interactions is a practice-based, strengths-focused, and community-driven approach to support helpers who serve children, youth, and families.
- EIM is the "early childhood arm" of Simple Interactions
- "Philosophy" or "framework" versus "program" or "curriculum"



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Locate the Tool: Ask everyone to pull the **Simple Interactions Tool** out of their folders so they can follow along with the visual.

Clarify the Intent: It is really important to emphasize that this tool is designed for **self-reflection**. It is a personal resource to help you think about your own practice—it is definitely not an assessment or a "grading" sheet.

The Goal: The idea is to use this as a lens to see the great work you are already doing and to identify small ways to grow even further.

Importance of Supportive Relationships

Regardless of the type of adversity, the single most common finding is that children who develop resilience have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.

Center on the Developing Child  HARVARD UNIVERSITY



It is vital to remember that every child needs at least one person in their life who thinks they are absolutely incredible—someone who believes the sun rises and sets on them. We know that not every child finds that sense of adoration at home, but they can always find it with you.

Importance of Supportive Relationships - DJ Pryor



Introduction Before we dive into DJ's story and the power of supportive relationships, let's watch this short clip.

The Context This is DJ Pryor. Growing up, his home life was incredibly difficult. His parents were young, struggling with addiction, and the environment was often abusive. To cope, DJ would sneak away to listen to comedy records and watch stand up on TV. He quickly realized he had a gift for making people laugh.

The Turning Point In school, that gift looked like a distraction. As a 6 year old, he was constantly interrupting class with jokes and using language that wasn't exactly age appropriate. His teacher, Mrs. Brown, could have easily focused on the behavior by scolding him or calling home. Instead, she saw the child behind the distraction.

The Connection She made a deal with him: if he finished his work, she would give him a few minutes at the end of every day to perform stand up for the class. She met him exactly where he was and gave him a place to belong.

The Legacy Years later, when DJ finally found fame, his very first thought wasn't about the spotlight. It was, "I hope Mrs. Brown is proud."

Our Challenge We have the chance to be that teacher. We can be the person who chooses connection over correction and truly changes the trajectory of a child's life.

Brain Hero



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Discussion - What stuck out to you after watching the video? Use this time as a large group discussion.

You Are a Brain Hero

Who is your Brain Hero?



Start by celebrating the room. Remind the participants that as educators, they are true **brain heroes**. Every positive interaction they have with a child is literally helping to build and strengthen that child's developing brain.

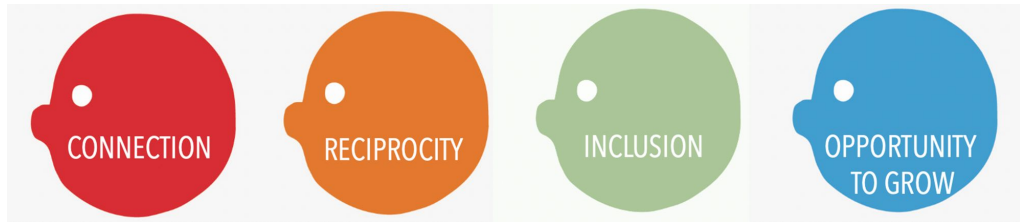
Personal Reflection Pose this question to the group: "Who was your brain hero?" Ask them to think back to their own childhood and identify that one person they had a strong, supportive relationship with—someone who made them feel safe, seen, and capable.

Group Discussion If time allows, have the participants turn to the people at their table to share a brief story about their hero. After a few minutes, ask if anyone would like to share their hero's name or a quick detail about that relationship with the larger group.

The Connection Close by reminding them that just as they remember their brain heroes today, the children in their care will one day look back and remember them as the ones who made all the difference.

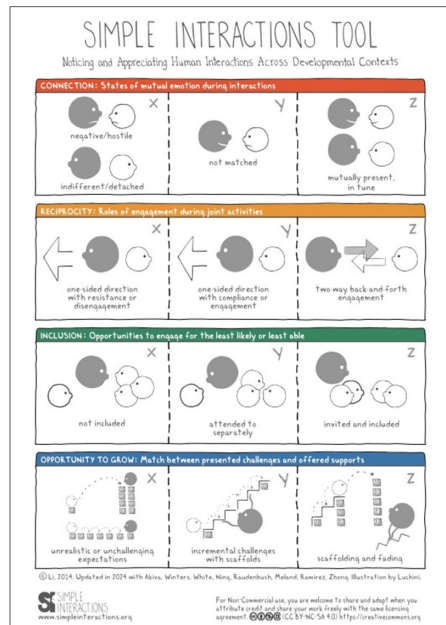
SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Contexts



Introduce the four dimensions of the Simple Interactions Tool

- Human Interactions
- Shared Language
- Reflective Tool
- Fluidity and Flexibility



Look at this handout. What do you notice? Where does your eye go to? Discuss with a partner and give opportunity to share out. Can be positive or negative.

- Divided into X Y Z. They chose to use X Y Z because one is not better than the other. If numbered 1,2,3 or labeled a,b,c it seems like we are labeling good, better, best. They are labeled x,y,z, ...
- The idea of the tool is that each area- XYZ- are all part of our lives as human beings. We want to reflect and know where we are when we are interacting, and ultimately, we do want to spend more time in the Z area of the tool.
- And you can begin to start thinking about how this relates to your work at PEDALS...you can think of moments during your days when you might be in each of these areas.



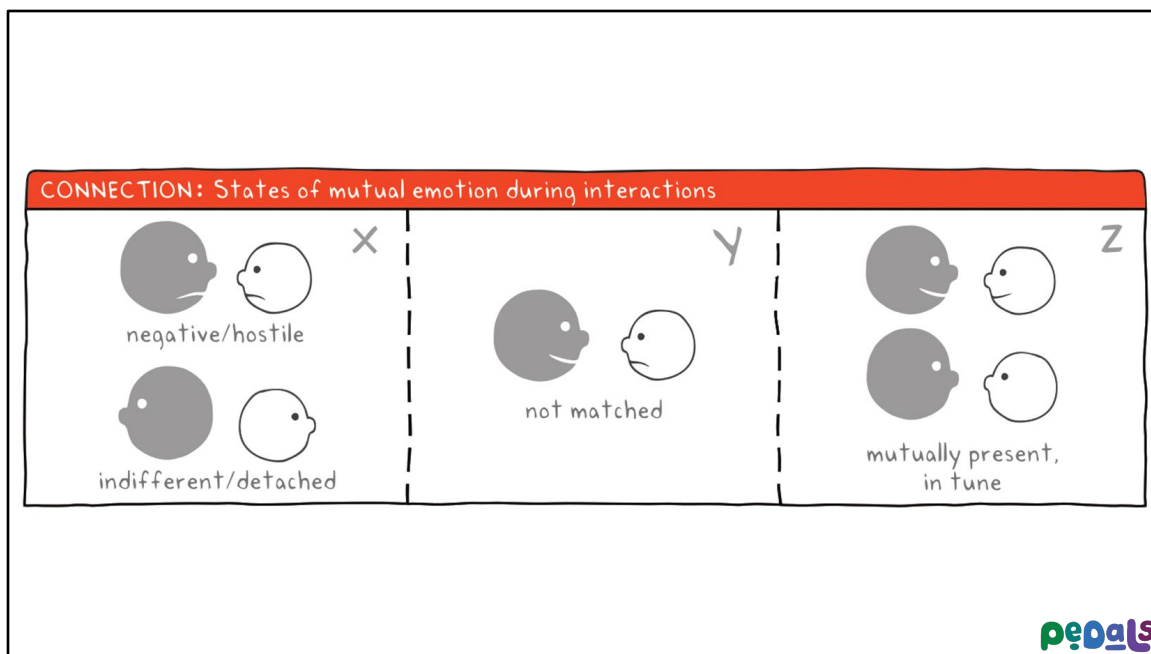
CONNECTION: When you see people together, whether 1-on-1, or in a group, you get a sense of whether they are connected, really "with" each other, or appear in tune. They are aware of one another, they are present to one another. In the dimension of **Connection**, children and adults seek to be present and in tune with each other, whether they are listening, talking or working together.

RECIPROCITY: When we do things together with individuals, whether it is to play, to talk, to learn, or to teach, we can have different roles. In the dimension of **Reciprocity**, children and adults exchange roles, form partnerships, and gradually may shift power and control in any joint activity— whether it is conversation, homework, or a game—toward balanced "serve and return" exchanges.

INCLUSION: In the dimension of **Inclusion**, all children, especially those who are the least likely to engage due to disability, temperament, or other factors, are being invited and welcomed into a community of peers.

OPPORTUNITY TO GROW: Adults use interactions to help children see what they can accomplish through support and challenge. A child may not actually make progress in a matter of minutes or even days; what matters is that they are encouraged and challenged to make progress. As observers, it may be helpful to think about what can be "grown" in a particular interaction: content knowledge, procedural skill, social and emotional capacity, behavioral regulation, and so on. In the dimension of **Opportunity to Grow**, children are incrementally supported to stretch beyond the comfort zones of their current competence.

We're going to focus on each dimension one at a time throughout the school year, beginning with Connection.



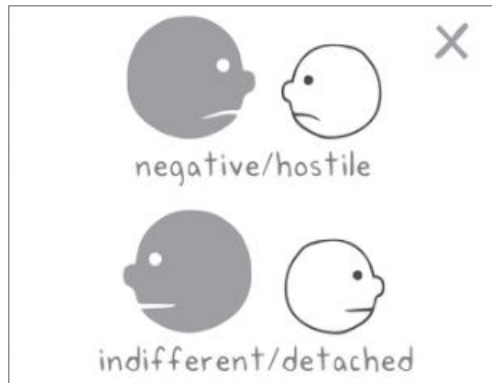
The Prompt Ask participants to select one specific mode (X, Y, or Z). Have them think independently about how that interaction type shows up in their daily work.

Self-Reflection Encourage them to consider: Is this the mode where you feel most comfortable? How do you feel emotionally during these interactions? Reflect on a specific interaction you've had that fits this mode.

The Task Give the group 5 to 7 minutes to jot down their thoughts on a post-it note.

Sharing Have them discuss their reflections in small groups first, then invite a few volunteers to share their insights with the entire room.

Connection - X



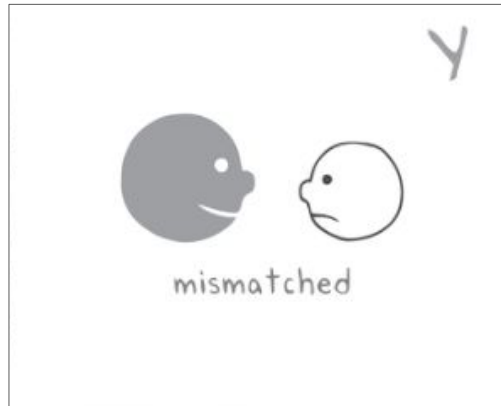
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X area: some friction. These experiences happen to all of us! They are part of human interactions.

Examples:

- Negative/hostile- you had a rough morning, your assistant called in and the child is tired and upset
- Indifferent/detached- you are busy and trying to just keep everyone safe and the child is doing his/her own thing

Connection - Y



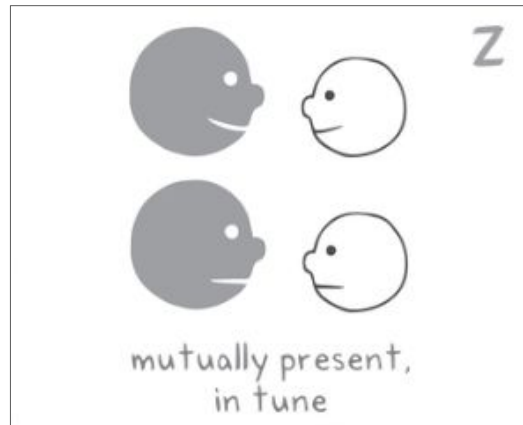
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Y section of connection, you see a mismatch—the adult might be approaching a child in a misattuned way (happy when the child is sad). So that is a mismatch of emotion and connection, which also happens to all of us at different times.

Examples

- The child comes in sad and you are happy to see them. - Important to acknowledge that the child is feeling sad or nervous....
- Could also be the child is happy and you are the one upset

Connection - Z



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And Z category is when we are mutually present and in tune with each other. This goes for our interactions with children AND our interactions with other adults.

Example:

- You are happy and the child is happy.

Simple Interactions Tool Game

- Get in small groups
- Place cards face down
- Turn over a card
- Describe an example of when you've been there with a child or when you would anticipate being there with a child



Brain Builder



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Break/Movement/Brain Builder

Follow Along Brain Builder #1

Discuss how they can do this with the children.

Reflect: Connection

When do you feel most connected at work? The most able to “tune in” to children/adults? What is happening around you in those moments?



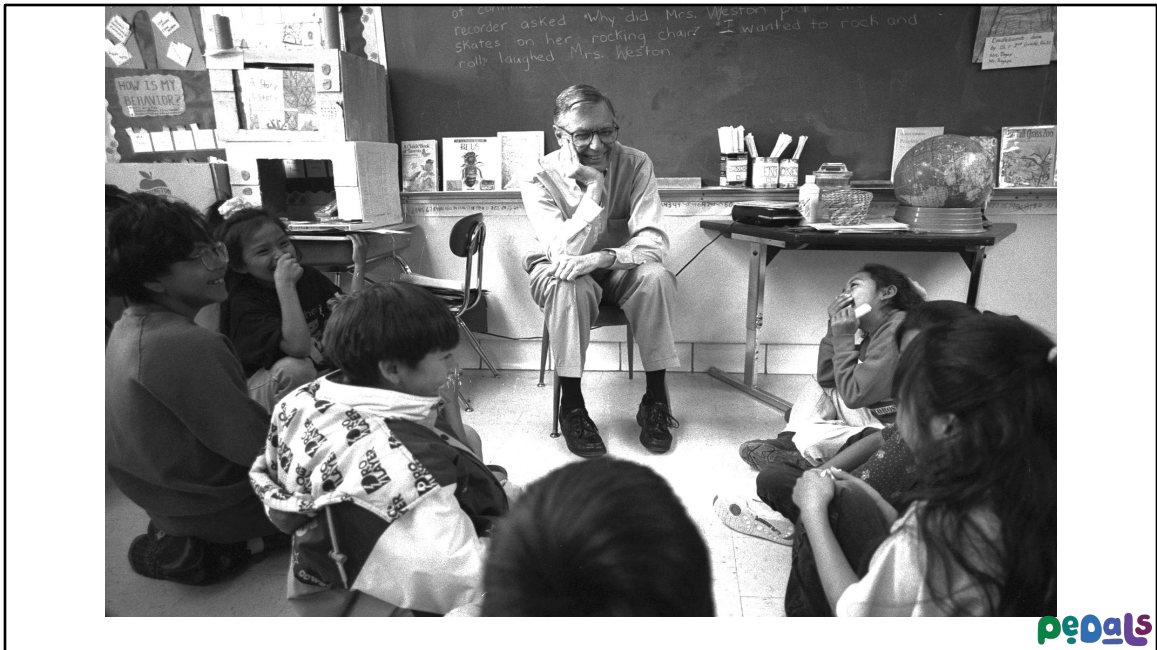
Think about each mode that we just talked about- where do you find yourself most throughout the day?

Can pair and share, small groups, group discussion...



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Since the EIM Framework is rooted in the work of Fred Rogers, here is an introduction to Mister Rogers Neighborhood/Daniel Tiger in case anyone is not familiar with them. This video is to show the connection between Fred Rogers and Daniel Tiger.



Fred Rogers was one of the most significant proponents of supportive relationships in early childhood.

Take a moment to really look at this photo. Notice his gestures, his body language, and the way the children are responding to him. It's a perfect example of presence and connection.

Most of us know that *Mister Rogers' Neighborhood* aired over 1,000 episodes on public television, but his impact went far beyond the screen. He dedicated his entire life to creating positive media that truly respected children.

He taught us that it is vital for all of us to grow on the inside—to cultivate our inner worlds and strengthen our inner resources. Engaging in self-reflection during sessions like this is exactly how we build those resources as educators.

His core message was simple but profound: every single one of us learns best through relationships.

We've all heard the phrase "build relationships with children" a thousand times. But let's dig deeper: Why is that actually meaningful, and what does it look like in your specific classroom?

Exercise Open a discussion with the group: What do teacher-child relationships mean to you personally?

Everyday Interactions Matter: Noticing the Simple and Ordinary

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



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He also taught that “Deep and Simple is Far More Essential than Shallow & Complex”.

How do we sift through all the complexity of our days and really center ourselves in what is deep and simple about our work and our connection with children.

Read the slide, then dive deeper into discussion after video on the next slide.



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Introduce “What you notice, what do you wonder?”

Have discussion about deep and simple moments in this video.

What is deep and simple in your work with children?



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WHAT IS DEEP AND SIMPLE?

- That is what we are going to explore today—what is deep and simple in your work with children?
- What do you notice about this photograph? What stands out to you?



What did you notice?

- Caregiver
- Children
- Environment
- Materials
- As we are picking out these different elements of that interaction, we as a group are beginning to define what is deep and simple in our work with children....

ACTIVITY: Have them write down on post-its what they notice the first time. Place post-its on chart paper. Then explain backstory of video. **Re-watch** the video and have them write anything new they noticed on post-it and place it on chart paper.

Backstory: This interaction took place in an orphanage in China. The caregiver went to work at the orphanage because her family farm wasn't doing well. The girl on her lap has cerebral palsy and is 8 years old. One of the boys has Down's Syndrome, the other has limited use of his arms and legs.

EIM Connection: Adult relationships and Interactions Matter

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



Not only are our relationships with the children important, but so are the adult relationships we have.

Activity: Turn to your colleague and discuss what does a healthy adult relationship mean to you?

Discuss for 5 minutes and report out

If you have chances during your days to check in with yourself

- Not only how you are communicating and using gestures and facial expressions
- Also what are you bringing to the table emotionally. Are you feeling upset or nervous, are you feeling joyful and energized—all of these parts of us that we bring to our interactions are important information. And it's not about changing sadness to happiness, or tiredness to more energy—it's about knowing where we are as educators.
- It is about understanding what we can do from where we are to connect with children/adults in positive ways.

Find 3 things you have in common

And....notice eye contact, gestures, body position, facial expressions and how you are interacting.



Work with a colleague to find 3 things you have in common.

- Let's have a little bit of connection with each other
- Stand up! Find someone that you know less well
- Find 3 things you have in common—anything!
- Take note of how you are interacting—gestures, body language, facial expression

Debrief: What did you notice about your communication style? (Share what I noticed about their non-verbal communication style, verbal communication style).

Notice eye contact, gestures, body position, facial expressions and *how* you are interacting.

One of the reasons we had you do this activity is because we want you to notice these things during moments in your classroom.

Any Questions?

*We need to remember that children are trying, too - trying to understand their feelings and their worlds, trying to please the people that they love, trying to grow. When grown ups and children are **trying together**, just about anything can be possible.*

-Fred Rogers



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Break!



“The PEDALS coaching helped me to realize the significance of the things I was already doing.”

-PEDALS Teacher



Ages & Stages Questionnaires

- Completed by families
- We will train and support you
- Used to determine children who would benefit from a thorough evaluation



We assist with helping with a SE Screening if you are not already using one

We help interpret the results

Community of Practice

- Importance of CoPs- reflect and share thoughts together, network, skill development, offers support system, creates a sense of community and belonging
- 5 throughout the year
- 2 hours in length
- First half we review the last dimension, second half we introduce the new dimension
- Watch recorded videos, only with teachers present



Importance of CoP meetings

Knowledge Sharing - So much knowledge within this group...this is a great opportunity to learn from each other

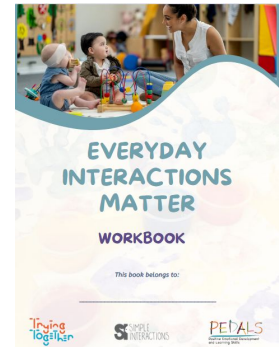
Networking - Opportunity to build relationships within your program

Support and Mentorship - Offers a support system where members can seek advice, mentorship, and guidance from peers.

Sense of Belonging - Creates a sense of community and belonging, which can increase motivation and job satisfaction

Workbook Reflections

- A deeper understanding of the Simple Interactions Tool and how to use it
- Journaling
- Videos to watch and reflect upon
- Conversation starters for debriefing meetings
- Goal setting-Try It Out Plans
- Resources



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Journaling and Reflecting on your practices offers numerous benefits:

Improved Self-Awareness: Understanding your strengths and weaknesses helps you identify areas for improvement and capitalize on your strengths.

Enhanced Learning: Reflection helps consolidated

Helps Organize thoughts

Therapeutic outlet for expressing emotions

Emotional regulation - facilitates understanding and managing feelings

Goal setting - assists in setting and tracking personal and professional goals

Problem-solving -encourages creative solutions to challenges.

Utilize prompt to share their "why?"

EIM Try It Out Idea: Plan

What is one small change you would like to try to be more intentional about your interactions at work? These interactions can be with coworkers, parents/families or the children in your care. You might think of new routines, physical changes to your space, etc. What impact do you hope this change will have?

Change/Idea 	Impact 
	
	
Additional Thoughts 	How does this strengthen my interactions in my environment? 
	

EIM Try It Out Idea: Reflection

Reflect back on the Try It Out Idea that you set last month. Complete the form below independently or with your coach. This form is meant to serve as a guide to your next steps. You can determine if your previous plan should be "tweaked" or perhaps you are ready to start a new plan!

What went well or as expected? 	What did not go as expected? 
	
	
What might you change? 	What did you learn? 
	

Have participants turn to page 4 in their workbooks. They will focus on the dimension of connection while doing this. This is a good opportunity to give an example. Perhaps there is a child that the teacher feels they have not really built that strong bond with yet or the classroom could use rearranging to increase the amount of interactions happening in the room, you look in the book area and determine that more social emotionally related books could be added to the shelves for story time... etc.

Try It Out Plan: Planning Time!

- Open your workbook to page 4
- You can work independently or together with your teaching team to complete the planning form



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Utilize prompt to share their "why?"

**We thank you for being here today. We are in
this together!**

**Our *hope* is to give you more tools for your toolbox as we
begin this school year**



A sincere thank you to you for your time and attention today, for all the hard work that you do, and we're so excited to begin our work together!

Thank you.

