



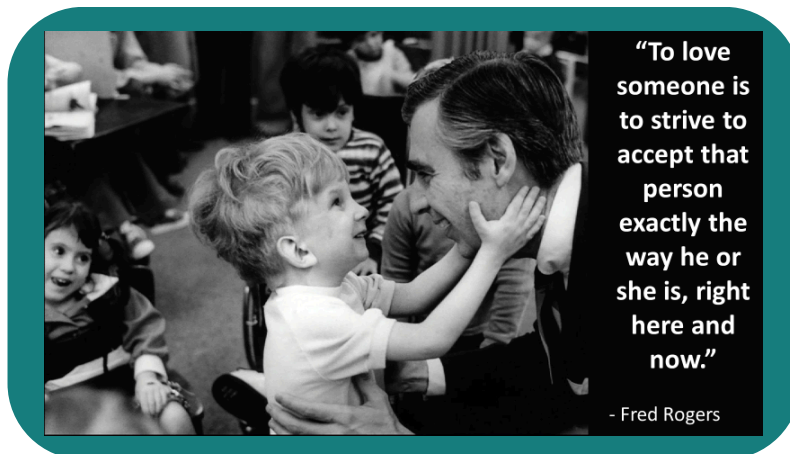
EVERYDAY INTERACTIONS MATTER WORKBOOK

This book belongs to:

Acknowledgement

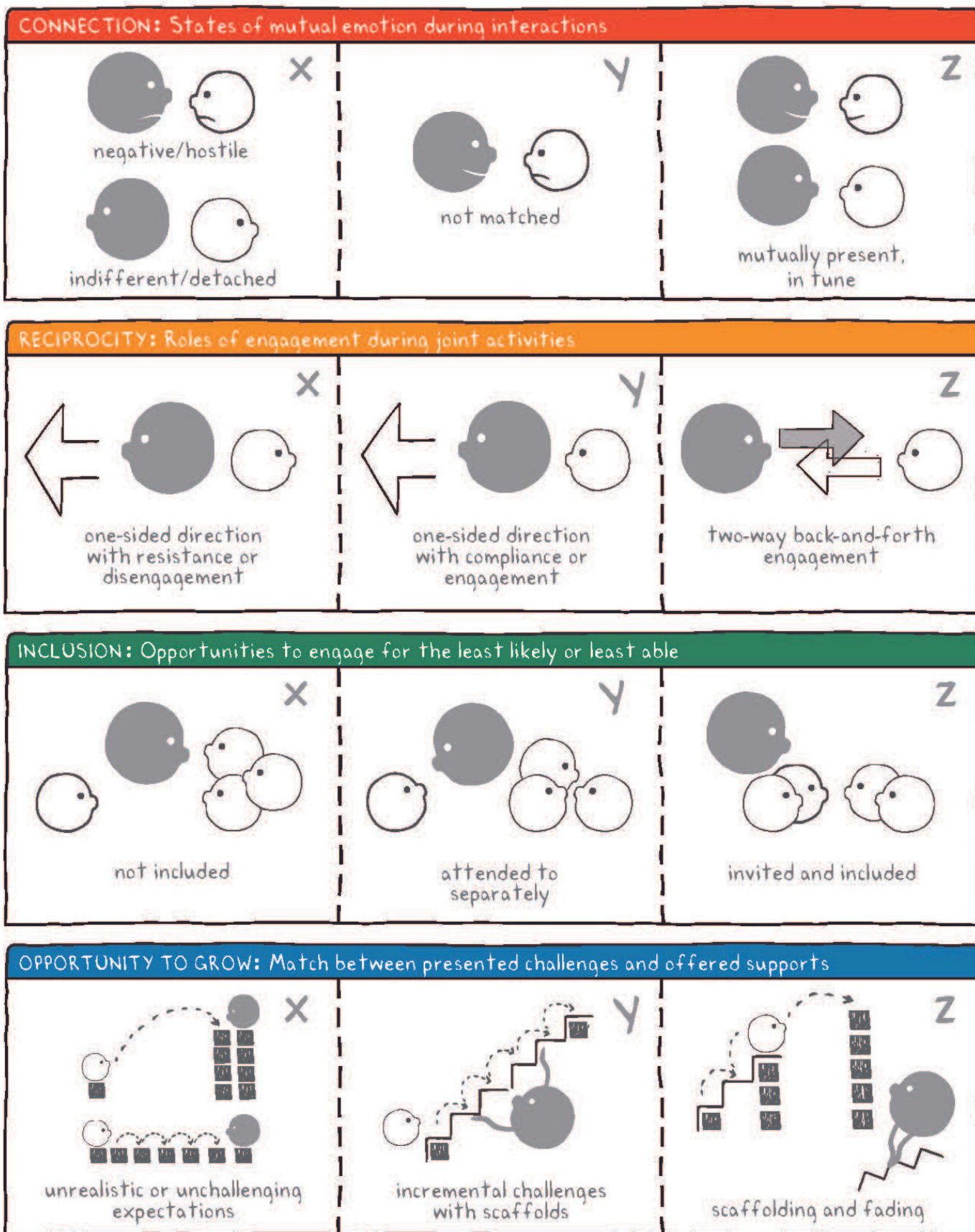
Everyday Interactions Matter, the early childhood arm of Simple Interactions, was developed in partnership with Trying Together and the Fred Rogers Institute and is rooted in the work of Fred Rogers and Dr. Junlei Li.

The PEDALS Everyday Interactions Matter workbook is inspired by and adapted from the Simple Interactions Toolkit: <https://www.simpleinteractions.org/si-tool-kit.html>



SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Contexts



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? 

Name: _____

Dimension: _____

Center: _____

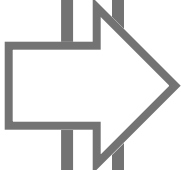
Date _____ 4

EIM Try It Out Idea: Reflection

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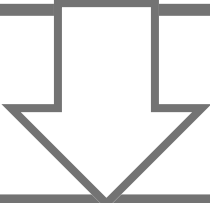
What went well or as expected? 

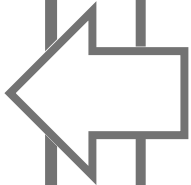
What did not go as expected? 



What might you change? 

What did you learn? 





Name: _____

Dimension: _____

Center: _____

Date _____ 5

Plan Your Next Try It Out Idea:

Your new Try It Out Idea can be a new version of your first idea - or something totally new! Not sure what to do? Flip a coin on the “mat” below and let fate pick for you!

Begin Again

Try something totally different
-goal and all.

Build a Team

Find collaborator(s).
Get their feedback
on next steps and
move from there.

Same Plan, New People

Try your idea with a
different group/person.

Replicate

Will you get the
same result if you
do it again?

Swap Plans With Someone

How can you adapt
their goal and plan
to your context?

Same Goal New Plan

Would another
method or process
be more effective?

Getting Started



Use the space below to think or write about a recent interaction in your life.

Think of a meaningful interaction that you had recently:



How did you feel?



What made it meaningful?



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.

EIM Try It Out Idea: Plan

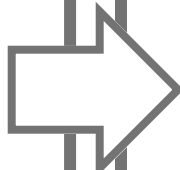
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Change/Idea



Impact



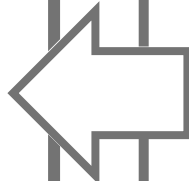


Additional Thoughts



How does this strengthen my interactions in my environment?





Name: _____

Dimension: _____

Center: _____

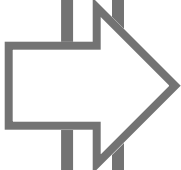
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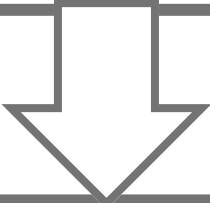
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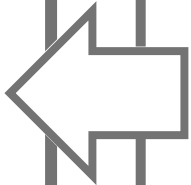
What did not go as expected? 



What might you change? 

What did you learn? 





Name: _____

Dimension: _____

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Date _____ 10

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Would another
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The Power of Ordinary Moments

No matter how many relationships fill your personal and professional life, chances are that your days are also filled with casual, transitory moments.

Use the QR code to see footage from an interaction between a teacher and a parent. Think about the interactions that you see.



Use the chart below to record your thoughts and questions.



What do you notice & wonder as you watch the video?

Notice



Wonder



Deep Dive into 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, people seek to be present and in tune with each other, whether they are listening, talking, or working together.



In the interaction labeled “X,” depicted to the left, people interacting may be mutually in tune, with negative emotions or with little connection. This can happen during everyday activities, such as after hearing disappointing or frustrating information.



In the interaction labeled “Y,” people appear to be mismatched emotionally. Different reactions to new or unfamiliar things, memories and associations, and physical sensations are among the reasons why people may not be “matched” in a given moment.



In the interaction labeled “Z,” people are mutually in tune with one another, whether this be through positive affect or mutual attentiveness and awareness. Energy and emotional levels feel matched.

Think, write or draw about a time when you experienced at least one of these interactions.



What happened? How did you feel?



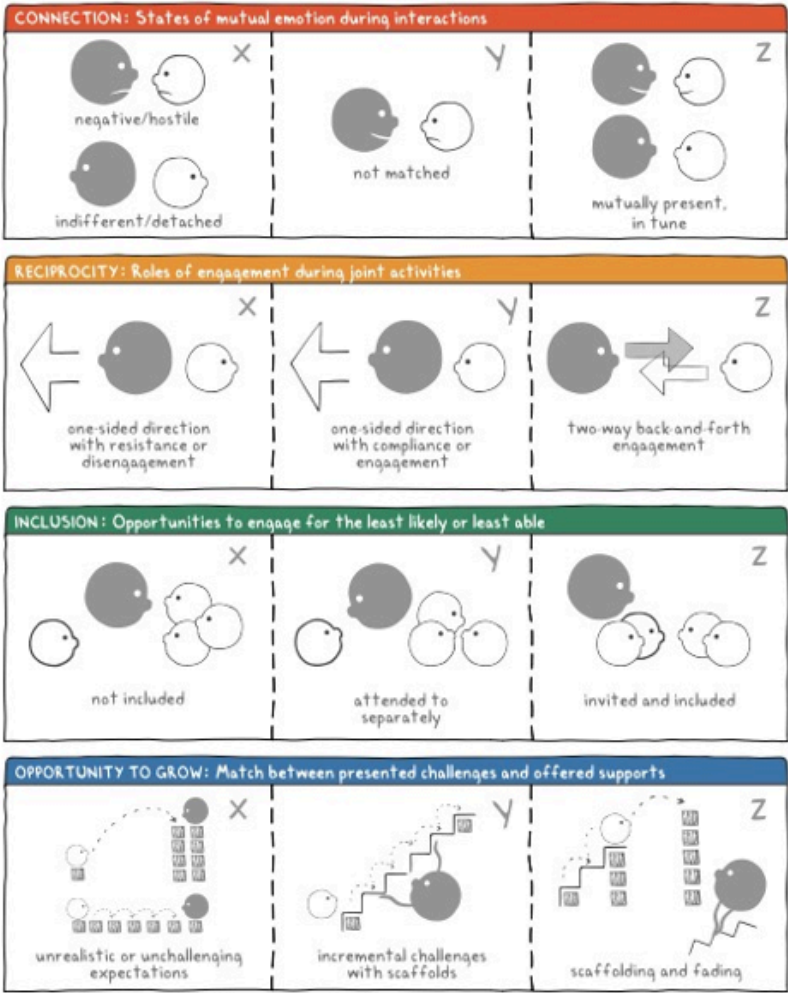
The Depth of Simple Interactions

In looking deeply at the Simple Interactions Tool, it's easy to forget that the interactions you just studied can happen in seconds, quickly shifting from one to the next and back again - and that more than one dimension can be apparent at once.



To get an idea of this complexity, scan the QR code to watch the video

 Play video



How many types of interactions do you see over the 90 seconds?



Reflect & Connect: Ripple Effects in Your Day

When we see people, we have no way of knowing if ours is the first smile, greeting, or word of encouragement in their day or how much our words and actions may affect them.

Even the smallest “simple” interaction can have a ripple effect throughout our whole day.

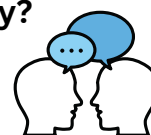


Think or write about a casual interaction that “stuck” with you.

What happened? How did you feel? What were its effects on you?



How might the effects of that interaction have influenced someone else's day?



Watch the video below that most pertains to your work. Then complete the charts.



Infant Classroom



Toddler Classroom



Preschool Classroom



What connections to the SI Tool do you see when you watch the video?
Which type of interaction in the dimension below did you see (X,Y,Z)?

	Connection	Connection	Connection	Connection	
Connection					Connection
Connection					Connection
	Connection	Connection	Connection	Connection	

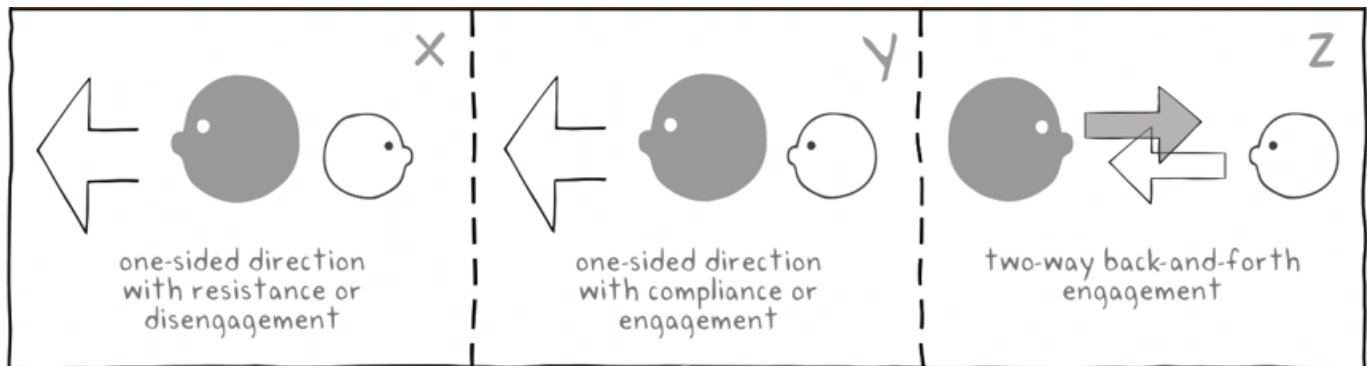
What do you notice?



What do you wonder?



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 shift power and control in any joint activity— whether it is conversation, homework, or a game— toward balanced “serve and return” exchanges.

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? 

Name: _____

Dimension: _____

Center: _____

Date _____ 20

EIM Try It Out Idea: Reflection

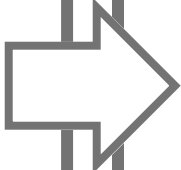
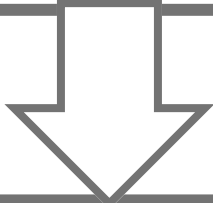
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What went well or as expected?



What did not go as expected?



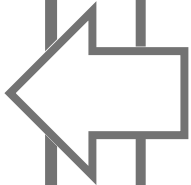



What might you change?



What did you learn?





Name: _____

Dimension: _____

Center: _____

Date _____ 21

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Begin Again

Try something totally different
-goal and all.

Build a Team

Find collaborator(s).
Get their feedback
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move from there.

Same Plan, New People

Try your idea with a
different group/person.

Replicate

Will you get the
same result if you
do it again?

Swap Plans With Someone

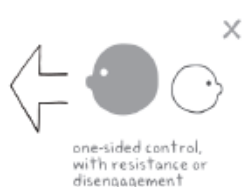
How can you adapt
their goal and plan
to your context?

Same Goal New Plan

Would another
method or process
be more effective?

Deep Dive into Reciprocity

When we do things together with individuals, whether it is to play, talk, learn, or teach, we can have different roles. In the dimension of Reciprocity, people exchange roles, form partnerships, and gradually shift power and control in any joint activity toward balanced “serve and return” exchanges.



Interaction “X” shows an exchange characterized by one-sided control, where others may be disengaged or resistant. These moments may be dramatic (Think: toddler tantrum) or quite subtle (Think: person looking at their phone). Still, it’s important to remember that many people multi-task or may not “seem” engaged when they are actually listening quite intently



Interaction “Y” is characterized by someone complying (passively or actively) with one-sided direction or control. Sometimes, this dynamic is necessary and desirable. Think of a teacher or coach demonstrating a process or technique, or a tour guide leading a group through a site.



The interaction labeled with a “Z” shows balanced, reciprocal partnership where it is difficult to tell who is directing or in control of the interaction.

Think, write or draw about a time when you experienced at least one of these interactions. What was the context?



In what other contexts would you expect to see a similar interaction happening?



Reflect & Connect: Ripple Effects in Your Day

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Even the smallest “simple” interaction can have a ripple effect throughout our whole day.



Think or write about a casual interaction that “stuck” with you.

What happened? How did you feel? What were its effects on you?



How might the effects of that interaction have influenced someone else’s day?



Watch the video below the most pertains to your work. Then complete the charts.



Infant Classroom



Toddler Classroom



Preschool Classroom



What connections to the SI Tool do you see when you watch the video?
Which type of interaction in the dimensions below did you see (X,Y,Z)?

Connection	Connection
Connection	Connection
Connection	Connection
Connection	Connection

Reciprocity	Reciprocity
Reciprocity	Reciprocity
Reciprocity	Reciprocity
Reciprocity	Reciprocity

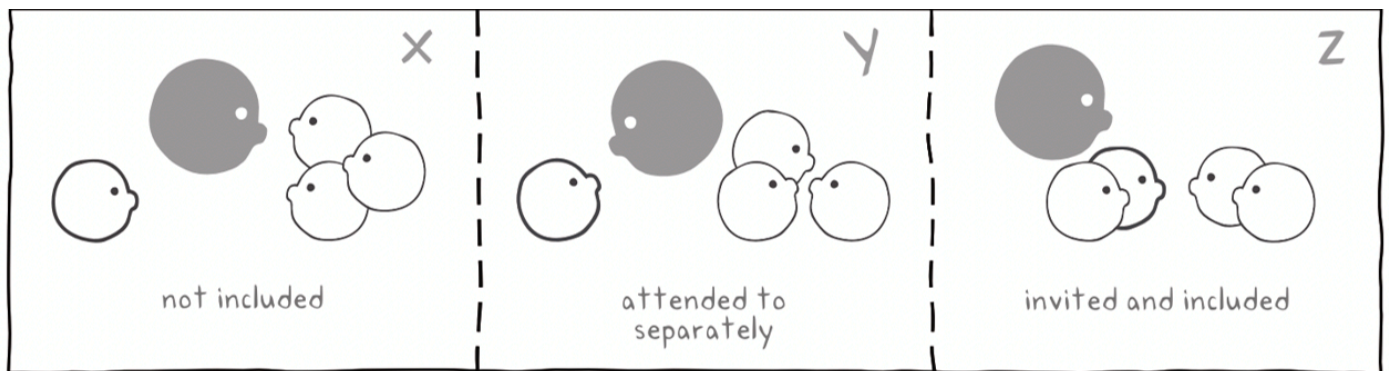
What do you notice?



What do you wonder?



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.

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

Name: _____

Dimension: _____

Center: _____

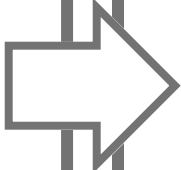
Date _____ 29

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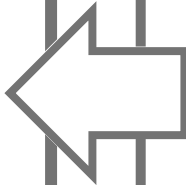
What went well or as expected? 

What did not go as expected? 



What might you change? 

What did you learn? 



Name: _____

Dimension: _____

Center: _____

Date _____ 30

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Try your idea with a
different group/person.

Replicate

Will you get the
same result if you
do it again?

Swap Plans With Someone

How can you adapt
their goal and plan
to your context?

Same Goal New Plan

Would another
method or process
be more effective?

Deep Dive into Inclusion

When you walk into any place with many people, you may notice that some appear to be participating at different levels than others, for any number of reasons ranging from ability to temperament to the social and emotional state of the person in the context if that moment. In the dimension of inclusion, everyone, especially those who are the least likely to engage, are being invited and welcomed into the community.



Interaction “X” depicts a situation where someone is excluded (passively or actively) from the group. When this happens, we can reflect on the context around this type of interaction. We should also be aware that there may be shared understandings around the group members of a “standing invitation” to (re)join the group.



In the interaction labeled “Y,” a facilitator or group member may tend to one person separately. This dynamic is often seen in classrooms, where a teacher may need to turn to an individual student to give special instructions.



In the interaction labeled “Z,” a facilitator is intentional about offering an invitation to everyone to be a part of the larger group, regardless of their ability, temperament or other factors.

Think, write or draw about a time when you experienced at least one of these interactions. What was the context?



How did you or others communicate a sense of belonging (or an invitation to rejoin) to everyone?



Reflect & Connect: Ripple Effects in Your Day

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Infant Classroom



Toddler Classroom



Preschool Classroom



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Connection	Connection
Connection	Connection
Connection	Connection
Connection	Connection

Reciprocity	Reciprocity
Reciprocity	Reciprocity
Reciprocity	Reciprocity
Reciprocity	Reciprocity

Inclusion	Inclusion
Inclusion	Inclusion
Inclusion	Inclusion
Inclusion	Inclusion

What do you notice?

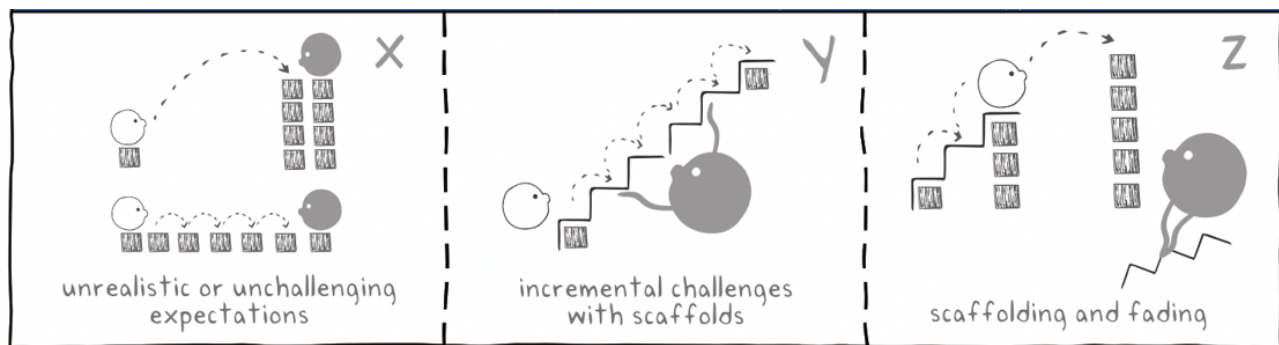


What do you wonder?





Opportunities 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.

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

Name: _____

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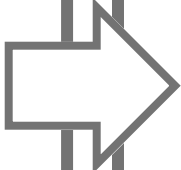
Date _____ 39

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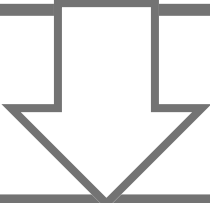
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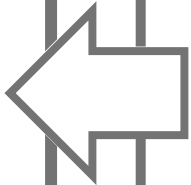
What did not go as expected? 



What might you change? 

What did you learn? 





Name: _____

Dimension: _____

Center: _____

Date _____ 40

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Replicate

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same result if you
do it again?

Swap Plans With Someone

How can you adapt
their goal and plan
to your context?

Same Goal New Plan

Would another
method or process
be more effective?

Deep Dive into Opportunity to Grow

Human interactions help people see what they can accomplish through support and challenge. A person 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, and so on. In this dimension of opportunity to Grow, people are incrementally supported to stretch beyond the comfort zones of their current competence and comfort.



Interaction “X” shows tasks that may be unreachable without any support or expectations that require no stretching through undemanding tasks. sometimes a facilitator might use unrealistic expectations intentionally to see where another person needs support. Undemanding tasks may serve other purposes, such as to establish rapport.



In the interaction labeled “Y,” a facilitator may provide incremental challenge and scaffolding that helps others progress with relative ease, within their comfort zone. Increasing levels of responsibility or complexity are added as more basic levels are mastered.



In the interaction labeled “Z,” a coach may provide a learner with a level of difficulty that requires them to stretch beyond their comfort zone, but the coach is available to provide support if needed.

Think ,write or draw about a time when you experienced at least one of these interactions. What was the context?



What was the context? How did it feel?



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Toddler Classroom



Preschool Classroom



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Connection	Connection
Connection	Connection
Connection	Connection

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Reciprocity	Reciprocity
Reciprocity	Reciprocity
Reciprocity	Reciprocity

Inclusion	Inclusion
Inclusion	Inclusion
Inclusion	Inclusion
Inclusion	Inclusion

Opportunity to Grow	Opportunity to Grow
Opportunity to Grow	Opportunity to Grow
Opportunity to Grow	Opportunity to Grow
Opportunity to Grow	Opportunity to Grow

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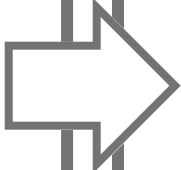
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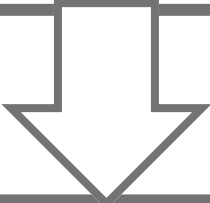
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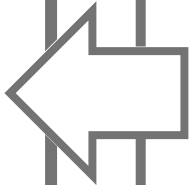
What did not go as expected? 



What might you change? 

What did you learn? 





Name: _____

Dimension: _____

Center: _____

Date _____ 49

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Resources

Core Body of Knowledge



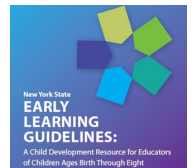
The Core Body of Knowledge (CBK) Outlines recommended practices for educators and administrators and can be used as a self-assessment or a performance appraisal with a supervisor, coach, or mentor. The CBK includes a tool to help you chart your professional goals and career development.



Early Learning Guidelines



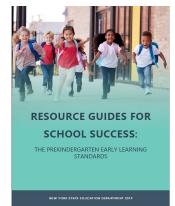
The Early Learning Guidelines is a child development resource for all early childhood educators working with children from birth through age eight. The Guidelines provide information about children's development as well as specific instructional, environmental and family engagement strategies to use to support young children's development.



Prekindergarten Early Learning Standards



This resource is intended to be used as a reference tool by teachers, specialists, and administrators responsible for designing programs for four-year-old prekindergarten students. This resource provides a uniform format for learning standards in all content areas to make it easier for users to read and understand



Developmentally Appropriate Practice Briefs



These seven briefs provide research-based practical guidance to support effective early childhood practices that help young learners gain the foundational skills necessary to reach the Common Core Learning Standards.



Resources

CDC's Developmental Milestones



Developmental milestones are a set of age-specific tasks or functional skills that children are expected to do within a certain age range. These milestones are used to track how a child is developing in the areas.



PEDALS: Everyday Interactions Matter Booklist



Reading with infants and toddlers provides valuable one-on-one bonding time with caregivers. It creates a sense of security and emotional connection as children associate reading with warmth, comfort, and love. This helps to strengthen the caregiver-child bond and build a positive relationship with books and learning.

Everyday Interactions Matter Booklist	
Book Title: <i>Read to Your Child</i>	Author: <i>Dr. David R. Anderson</i>
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Everyday Interactions Matter Website



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.



Everyday Interactions Matter Website: Equity Resources



Everyday Interactions Matter invites early learning professionals to consider the following practices in their reflections on equity and everyday interactions: Creating a learning environment that welcomes, embraces, and empowers each unique child.

