

PEDALS: Early Learning Guidelines & Everyday Interactions Matter Alignment



The New York State Early Learning Guidelines

Represent a child development resource for all early childhood educators working with children from birth through age eight, across all early learning settings. The Guidelines describe how children develop and provide strategies that educators can use to promote child development. The guidelines are a resource that educators can refer to information about how children develop. They are a resource for ways educators can support children's development through self-reflection, family engagement, environmental design, activities and books.

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 closer look at the everyday moments they share with children. Video footage of interactions between adults and children serves as the raw material for facilitating professional growth.

By using the Everyday Interactions Matter approach, educators observe and reflect upon powerful moments of growing, sharing, learning, and belonging in the ordinary, everyday interactions they share with young children. EIM does not require items for implementation. There is a suggested list of EIM classroom items that could be used for guidance and encouragement to help children develop within all domains.

DOMAIN 1: APPROACHES TO LEARNING

SUB DOMAIN	PEDALS/EIM
A. Curiosity and Interest	All four EIM dimensions can be used to observe, record and reflect on the child's movements, reasons, reactions and gestures. Inviting the child to participate in exploring their senses by naming them. Provide children many opportunities to explore the environment. The caregiver can model curiosity by asking open ended questions.
B. Initiative	Initiative is shown within each of the four EIM dimensions by the teacher moving through x y z with the goal to spend more time in z. Opportunities to Grow can occur when allowing children to attempt tasks by themselves without doing it for them right away.
C. Persistence and Attentiveness	The Connection dimension goal is for people to be mutually in tune with another through attentiveness and awareness. The goal is to spend more time in "z" where energy and emotional levels feel matched. Opportunities to Grow can occur by providing materials and opportunities that meet their growing skill level. For example: using scissors, pouring water into a cup or other materials that are at child level that can be safely adapted.
D. Creativity and Inventiveness	Connection can occur by meeting the needs of the children, so they experience trust, happiness and joy. Inclusion can occur by providing pictures of babies and emotions from different learning cultures in the learning environment.

DOMAIN II: PHYSICAL WELL-BEING, HEALTH AND MOTOR DEVELOPMENT

SUB DOMAIN	PEDALS/EIM
A. Large Motor Skills	The reciprocity dimension could be used when dancing with a baby, putting an infant in front of a mirror, creating spaces for whole body movement. The caregiver can be at the child's level engaging in serve and return. Opportunities to Grow occur when providing opportunities for children to develop their large motor skills. Opportunities to Grow occurs when giving children practice opportunities for using their large motor skills when crawling, walking, climbing.
B. Small Motor Skills	The connection dimension could be used when acknowledging the child's efforts at mastery of their fine motor skills and sharing authentic praise of their accomplishments.
C. Sensory Integration	Connection can occur when a caregiver gently massages, rocks, rubs and strokes the child to soothe and comfort. Reciprocity can occur during times within the learning environment that allows children to develop their senses. This can include the serve and return of using items with different textures to feel or smell. Opportunities to Grow can occur when children are trying a new food, fitting their body into different spaces and showing likes and/or dislikes for messy activities.
D. Self-Care	A caregiver can engage in the connection and reciprocity dimensions by responding lovingly to the child's verbal and nonverbal cues. Narrating your actions during routines can build connections. Offering children appropriate choices and opportunities to do tasks allows for Opportunities to Grow. Noticing a child's growing independence allows for growth.
E. Healthy Sexuality	Children develop healthy relationships with their bodies. Their healthy sense of self is supported and demonstrated through respectful, caring and loving relationships with their caregiver. The EIM dimensions could be used to promote a healthy relationship with their body. Model respect for children's bodies by telling them what to expect before touching them or picking them up. Opportunities to Grow can be observed when a child is expressing delight and a sense of pride in the things their body can do independently. This could include crawling up stairs, throwing or dropping objects. Inclusion and belonging occurs when you allow children freedom to explore and observe their bodies.

DOMAIN III: SOCIAL AND EMOTIONAL DEVELOPMENT

SUB DOMAIN	PEDALS/EIM
A. Trusting Relationships	Connection is the first dimension of the simple interactions tool. The dimension of connection, people seek to be present and in tune with each other, whether they are listening, talking, or working together. The interaction helps individuals become connected with each other and EIM establishes and maintains healthy relationships between adult and caregiver. An educator can support the EIM dimensions by using nurturing, kind words with positive encouragement. For example, hugging, cuddling, singing, reading, dancing and playing. Reciprocity can occur when interacting with individual children during routines and activities. A child may observe a child explore the environment with guidance from trusting adults. That guidance can occur using the Reciprocity dimension. The child may look for the caregiver's response in uncertain situations. The connection dimension could be used here by responding verbally or nonverbally to the child.

SUB DOMAIN	PEDALS/EIM
B. Sense of Belonging	The third EIM dimension is Inclusion which promotes acceptance and differences in others. Children experience a sense of belonging in environments that link, extend and affirm the child's family and community. Children express comfort and joy with human diversity. Opportunity for Growth can occur when the caregiver provides opportunities for the child to interact with all kinds of people. Expressing togetherness can occur Reciprocity which may look like smiling when a baby smiles, laughing when a baby laughs. A sense of belonging in the classroom may look like comfort items from home, pictures of the children's families and other home like items. Materials in the classroom should incorporate different cultures. Inclusion occurs when a caregiver allows the child to observe and enter the environment and their own pace. A caregiver can include verbal cues and visual clues to promote inclusion. Caregivers can promote inclusion by facilitating the initiation and inclusion of children in play. Accepting silence or a quiet observation as an acceptable way for a child who is new to the learning environment. Reflecting on your own biases and the ways those biases may affect your interactions when using the EIM dimensions.
C. Sense of Self	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Connection & Reciprocity occurs when a caregiver is engaging with a child by making eye contact, narrating what the child is doing and responding promptly to their needs. A caregiver may use the dimensions, Opportunity for Growth and Inclusion by allowing children to make choices with what they want to play with. The caregiver can model positive self talk and celebrate attempts and successes with verbal and nonverbal cues. Acknowledging children's accomplishments when they have solved a task or problem solved on their own increases Opportunities to Grow.
D. Empathy	Children form deep, caring human connections by imagining what someone else may be thinking or feeling and responding with care. A caregiver can implement the EIM dimension by showing authentic emotional responses to situations, responding quickly and lovingly to a child, noticing when children are uncomfortable and providing reassurance. Naming emotions such as happy, sad, mad, scared and excited can support empathy throughout each of the EIM dimensions. The caregiver modeling empathy can show the child how to help other children who are upset or sad and validate their feelings.
E. Cooperation and Negotiation	The connection dimension encourages people to be mutually in tune with each other through attentiveness and awareness. Connection can look like taking time to be present with the child, acknowledging their effort to connect to you. Reciprocity occurs when children or the child/caregiver Noticing and verbalizing children's feelings. Showing respect for a child's choices and attempts can increase Inclusion/Belonging. A caregiver can create an inclusive environment by making adaptations so that all children can be involved in a meaningful way in individual and group activities.
F. Emotional Self-Regulation	Executive-function skills are the foundation for self regulation and social-emotional competence. Children express and manage their feelings and impulses. All four of the EIM dimensions can be implemented to support this area of a child's development. Responding to a baby's cues and vocalizations by expressing concern about their feelings and their confidence to meet their needs. For example, saying, "You are crying so hard. I am coming. I will hold you. You are letting me know you need x, y, z..." Responding to a child's display of pleasure by matching child's emotions with facial expressions, tone and words can occur during Reciprocity. Inclusion and Belonging occurs when children are allowed to freely experience and feel their emotions in safe ways, labeling feelings and connecting the feeling to a word (if developmentally appropriate). A caregiver can increase connection and reciprocity by modeling facial expression to express emotions and label the emotions. Inclusion and Belonging can occur when a caregiver notices and acknowledges the child's preferred strategies for managing their feelings. The caregiver can use self-talk to label their own emotions and coping strategies.

SUB DOMAIN	PEDALS/EIM
G. Rhythms, Rules and Routines	All four EIM dimensions can be used when children follow the rhythms, rules and routines of the learning environment. To provide optimal Inclusion, the caregiver can support a child's development by designing a schedule to include a balance of large and small group activities along with active and quiet times. This allows time for Connection and Reciprocity. Design the schedule to minimize the number of transitions during the day. Inclusion occurs when a caregiver provides appropriate alternatives and substitutes for children. Opportunity for Growth happens when a caregiver provides time for children to learn and practices rules of the environment. Providing a picture schedule, reviewing the schedule at the start of the day as well as throughout the day can help a child anticipate familiar routines and activities.

DOMAIN IV: COMMUNICATION, LANGUAGE AND LITERACY

SUB DOMAIN	PEDALS/EIM
A. Speaking	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. This includes doing things together in play, talk, teaching and learning. Serve and-return interactions, in which the baby and the trusted adult are completely focused on one another and passing language back and forth and critical for children's development. The ways in which people interact vary from culture to culture. Many children have families who speak other languages at home. Caregivers can create a language rich-environment with many opportunities for back and forth interactions. A caregiver can read, repeat rhymes and songs, narrate, imitate and repeat a child's vocalizations/language. Inclusion can occur when a caregiver includes books in the learning environment that represent a child's home language, bending to the child's level when they are vocalizing with you and sitting with children during the day to model language.
B. Listening and Understanding	Reciprocity is observed when a caregiver is doing simple, gentle exercise with the child such as singing as you go, gently lifting the child up or down. Playing hello and goodbye games. Pointing to colors and shapes in the learning environment. When sounds are heard, pointing them out. A caregiver may notice that the child is responding to the sounds in the environment. The caregiver can use Connection and Reciprocity dimensions to increase a child's listening and understanding.
C. Social Communication	Reciprocity occurs when the caregiver responds to the child when they communicate through facial expressions and whole-body movements. The caregiver can talk to the child, then pause and wait for a gesture or sound before saying something else. This can occur with babies or toddlers. A child and caregiver can engage in Reciprocity by participating in a conversation by making sounds or using words. A caregiver may observe a child turn-taking with their conversation by babbling or looking at the educator to respond. Some children may use eye contact, as appropriate to their cultural context. Inclusion occurs when the caregiver encourages the child to speak with their home language. When asking questions, pause and wait for answers. Some children may need more time to answer a question depending on their ability. A caregiver can include visuals for children who may prefer using a visual to communicate.
D. Engagement with Stories and Books	Reciprocity can occur when a caregiver and child look at a book together, involving the child and repeating the sounds over and over again. Inclusion can occur when a caregiver is using different accessories to engage children in the book or story such as puppets, hats, stuffed animals or little toys. Using movements that correspond with the books/sound can increase Inclusion for the visual or auditory learning style. A caregiver can also include various texts, pictures, photographs and books that reflect the various cultures and abilities of children within the classroom. By displaying books at a child's level, they are able to access them throughout the day.

SUB DOMAIN	PEDALS/EIM
E. Phonological Awareness	Reciprocity can be included by engaging in babbling and making sounds that a baby is making. A caregiver can create sounds and vocalizations playfully. Inclusion occurs when the classroom has sounds from a child's home language. A caregiver can use words, rhymes, phrases for a child's cultural and linguistic background. A caregiver can incorporate finger plays and interactive stories to include children of all abilities.
F. Composing	Opportunities for Growth can occur when a caregiver provides many and varied writing tools, materials which incur markers, crayons, pencils and chalk. A caregiver can acknowledge a child's effort with intentionally or unintentionally making marks with items. There is no right or wrong way for a child to hold/manipulate the object when they are trying to learn.
G. Creating and Interpreting Multimedia Texts	Inclusion can occur when altering the child's position in relation to their interest. Placing pictures and mirrors low enough for a child to see himself. Reciprocity can occur as the child lifts their head or follows with their eyes. The caregiver can respond and name the individual or object in the environment. Opportunity for Growth can be documented as a child's skills or interest develops over time. A caregiver can watch for evidence of a child's curiosity and learning. A caregiver can also document experiences that were meaningful for a child. A caregiver can reflect with that child by using the EIM dimensions.

DOMAIN V: COGNITIVE DEVELOPMENT

SUB DOMAIN	PEDALS/EIM
A. Understanding Stability and Change	Connection & Reciprocity can be used while playing peek-a-boo with a child and hide-and-seek. A child may look for their caregiver when the caregiver steps out of the room. The Connection dimension can be used when the caregiver returns which will help the child develop stability and change skill. Inclusion can occur when allowing children different ways to express their feelings. This can look like drawing or painting a picture to express their thoughts or feelings about a change.
B. Representing	Connection & Reciprocity dimensions can be used when encouraging children to point or talk about parts of their drawings or paintings. A caregiver can ask families about their culture and religion, share stories and symbols to create a welcoming and inclusive environment.
C. Memory and History	A caregiver can use songs, chants and verbal cues to help children learn what comes next in caregiving routines.
D. Investigating and Exploring	Connection can occur as a caregiver talks to a child as they look around the room. Opportunity for Growth can occur when a caregiver provides time for children to investigate objects and experiences within their environment. This could include natural items in the environment. Engaging in multi-sensory activities invite investigation and foster Opportunity for Growth.
E. Understanding Cause and Effect	Reciprocity occurs when a caregiver imitates a child's laughter, singing, smiling and squealing to show that their action produces a reaction. A caregiver can increase efforts to create an effect by giving a nonverbal cue of raising their hand for the child to be picked up. Allowing children plenty of time and repetition to explore an event or item can increase Opportunities to Grow. Inclusion occurs when a caregiver positions a child kicking and grasping can produce a response.

