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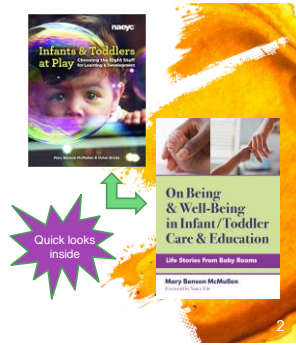
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## Agenda

- Getting on the Same Page
- Well-being in Baby Rooms
  - Definition
  - 9 Elements of well-being
  - 4 Stages in the birth- to age 3-period
- Supporting the Children
  - Play-based curriculum
- Supporting the Professionals
  - Community/belonging
  - Safety and security
  - Professional identity
- Considering Your Next Steps



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## Getting on the Same Page



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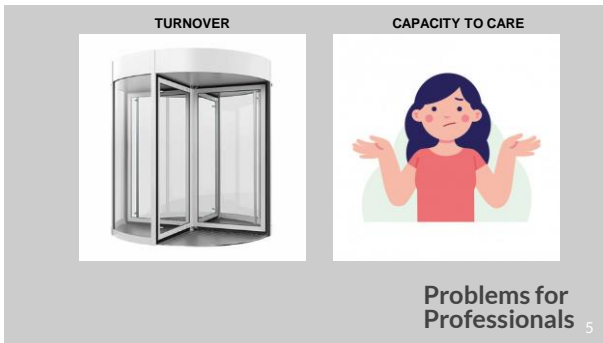
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The Purpose of My Work

To support the healthy overall development, education, and well-being of young children by supporting the well-being of those who care for and educate them.

*We must do both, because...*

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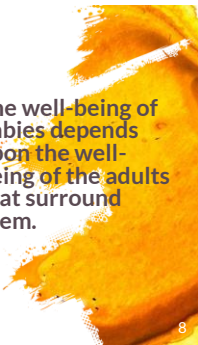
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The well-being of babies depends upon the well-being of the adults that surround them.



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'The Still Face Experiment'

Youtube Video

<https://www.youtube.com/watch?v=YTTSXc6sARg>



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# Well-being in Baby Rooms



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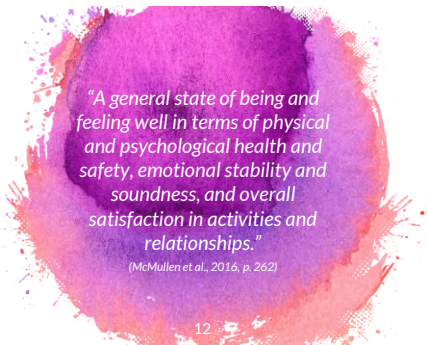
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### Where did this definition come from? Part I Maslow

The slide features two diagrams. On the left is Maslow's Hierarchy of Needs, a pyramid with four levels: Self-Actualization (top), Esteem, Love and Affinity, and Physiological (bottom). To the right of the pyramid are four corresponding categories: Efficacy & Agency, Engagement & Contribution, Belonging, Respect, & Communication, and Security & Comfort. On the right is the McCullen Research Team's Holistic Model, a circular diagram with 'Well-being' at the center. It is surrounded by 'Environment' (top), 'Relationships' (right), 'Activities/Practices' (bottom), and 'Engagement' (left). The inner ring of the wheel includes terms like 'Energy', 'Agency', 'Security', 'Contribution', 'Belonging', 'Respect', 'Engagement', and 'Participation'.

Maslow's Hierarchy of Needs      McCullen Research Team's Holistic Model

\*Team members: Dr. Kate McCormick (SUNY Cortland), Dr. Melissa Lee (WestEd), and Dr. Jean Choi (SEOUL Women's University)

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### Where did this definition come from? Part II Vygotsky

Describes how an experience is processed by the brain both cognitively and emotionally (how it is understood and felt) by the baby or adult.

**Perezhivanie**  
(lived experience)

(McCormick & McMullen, 2019; Vygotsky, 1934)

The slide has a blue and white abstract background. It includes a small photograph of two babies in the bottom left corner. The number '14' is in the bottom right corner.

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### The 9 Senses of Well-being

The slide features a large, vibrant red and pink circular graphic with a white center. Inside the center is a photograph of a young child sitting on the floor with a colorful, patterned quilt. The number '15' is at the bottom of the graphic.

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## Sense of Comfort

Being 'at ease' physically and emotionally; that the climate is positive and free of conflict; and the space well-organized, and aesthetically appealing.



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## Sense of Security

Being free from worry because their safety and health is protected; procedures and practices are reliable and predictable.



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## Comfort & Security Summarized

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### Sense of Belonging

Being connected to others; finding the environment 'friendly'; and in an environment in which supportive relationships are fostered.



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### Sense of Self Respect

Having a positive view of oneself from in terms of personal attributes, values, beliefs, culture and family and having that fully supported and valued by those around them.



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### Sense of Communication

Being understood, verbally and non-verbally, by others who actively listen and respond appropriately and predictably to what they communicate.



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### Sense of Engagement

Being fulfilled by and enjoying their daily work or play activities, which they find challenging, interesting, and satisfying.



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### Sense of Contribution

Being trusted with important tasks that recognize their strengths, capabilities, talents, and potential and that in doing these things, they give of themselves in some way to those around them, including to their group, family, and/or community.



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### Sense of Efficacy

Feel they are doing things well and feel confident in their abilities, even when trying something new, and being able to take personal responsibility for actions and outcomes.



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### Sense of Agency

Feels free to make choices, empowered to participate in planning and decision-making, they have a sense of control over what they choose to do, and they can use their voice to advocate on their own behalf and for others.



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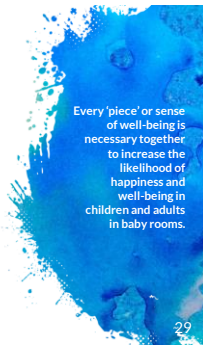
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# Supporting the Babies



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**Supporting Happiness and Well-being in Children in Baby Rooms Means Supporting Play!**



- × Large periods for uninterrupted, free choice, and supported play
- × Intentionally organized spaces that allow for choice-making
- × A positive emotional climate with adults who sensitively respond to the needs and motivations of each individual child
- × Opportunities for babies to interact with peers, adults, and appropriate **play materials**

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**Defining What Play Materials Are**

Play materials for very young children are **toys** and **resources** that support development, learning, and well-being through play in both indoor and outdoor environments.

**Toys:** Objects that children use in play (e.g., balls, blocks, dolls, rattles, stuffed animals)

**Resources:** Objects that are used in play but are not categorized as toys, including art supplies (e.g., crayons, easels, markers, paint, paper) and furniture and equipment (e.g., slides, swings, tables), as well as abstract assets that support play (e.g., dedicated time in the daily schedule for free play and exploration, focused attention from teachers, an anti-bias approach to teaching, purposeful learning spaces, richness of opportunities presented in the environment, responsive interactions with you and with other children)




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**Introduction**

**Essential Questions**

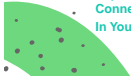
Who? Why? How? What?

**Cognitive**

Knowledge & Understanding  
Thinking & Problem-Solving  
Approaches to Learning  
In Your Words

**Social/Emotional**

Understand Self & Others  
Express Myself Creatively  
Connect Me to Nature  
In Your Words



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**Physical**

Develop Gross Motor Skills  
Enhance Fine Motor Skills  
Teach Me About My Body in Space  
In Your Words



**Final Thoughts**



With Additional Material:  
On the Bookshelf (for kids)  
References  
Suggested Resources (for adults)  
A chart highlighting Learning, Development, and Positive Well-Being from Birth to Age 3

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**Supporting the Well-being and Happiness of Professionals in Baby Rooms**

Targeting three categories to enhance the happiness and well-being of adult in Baby Rooms

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**1. Community Belonging**  
(focus on relationships)

**2. Safety and Security**  
(focus on environment)

**3. Professional Identity**  
(focus on individual)



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# Professional Identity

"I feel honored to work with children and be able to make a difference in their lives as well as their family's"

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## POSITIVE STEPS

**Community Belonging:** Find colleagues/allies inside the workplace or within the field with whom you can reflect, who can offer perspective, and whom you trust, people who appreciate you and enjoy you for who you are.

**Safety & Security:** Advocate for safe and healthy environments (physical spaces, furnishings, and materials, as well as the emotional climate) for yourself, your colleagues, the children and their families; continue to push for worthy wages and benefits, reliable and predictable work schedules and management practices.

**Professional Identity:** Engage in professional development to increase your sense of efficacy about the knowledge you possess and your skills and abilities.

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### 1. An Introduction

#### 2. Comfort and Security

A Place for Baby and Mom  
Through the Looking Glass  
When Not Just Anyone Will Do

#### 3. Belonging, Respect & Communication

A Hundred Languages in Baby Rooms  
Clever Baby/Bad Baby  
Teddy "Learns" to Care

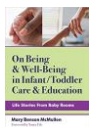
#### 4. Engagement and Contribution

Never Too Little to Care  
The Baby Fix  
Training Starfish Babies to "Play"

#### 5. Efficacy and Agency

Baby Emma, Drunk with Power  
Empowered Decision-Makers  
Knowledge Is Power

#### 6. A Call to Care



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# Considering Your Next Steps

What are the key 'take-aways' from this presentation? Of course, that depends on YOU! I will summarize a few.

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First and foremost, remember to...

**Put Your Oxygen Mask on First**



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"It is pointless to work for the well-being of others if we cannot be well ourselves..."

"Similarly, we might do amazing things in support of the families and children that we serve, but the cost is too great if it comes at the expense of our own children, families, and self."

Travis Wright, Ph.D.  
From upcoming book,  
*Emotionally Responsive Teaching*

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**NEXT STEPS FOR YOU**

What are your personal 'take-aways' from this webinar?

Is there anything you may think about differently now or do differently in the future?

How will you advocate for play in Birth- to Age 3 Care and Education?

How can you help current and future birth- to age 3 professionals support children's right to play and experience well-being each and every day?



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