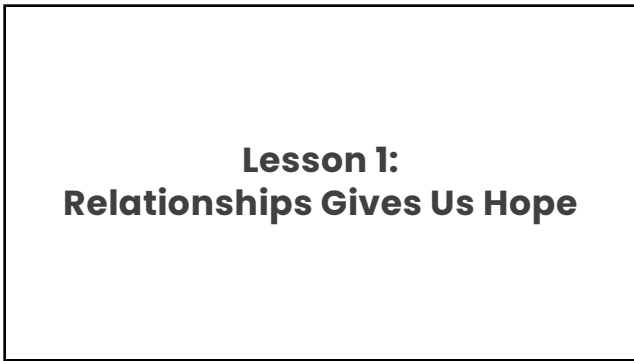
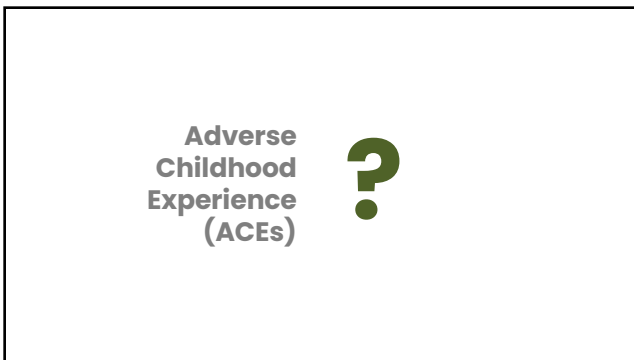


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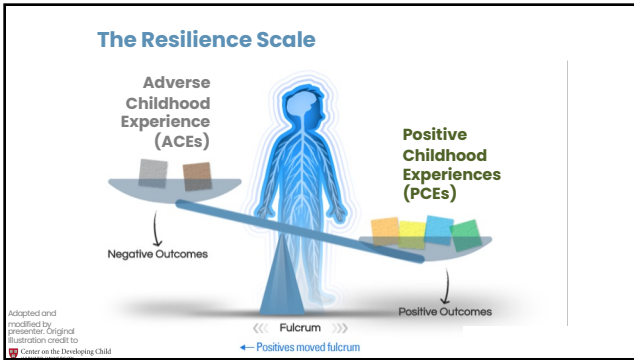
5

Positive Childhood Experiences (PCEs)

- **safe and protected** by an adult in their home;
- able to **talk to their family** about feelings;
- their **family stood by them** during difficult times;
- enjoyed participating in **community traditions**;
- a sense of **belonging** in school
- supported by **friends**
- had **at least 2 nonparent adults** who took genuine interest in them

Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive childhood experiences and adult mental and relational health in a statewide sample: Associations across adverse childhood experiences levels. JAMA Pediatrics, 173(11), e193007-e193007.

6



7



8

Lesson 1:
Relationships gives us hope.

9

Hope is not just a feeling, but the integration of **goal, agency, and pathways.**

Goal – What is our shared purpose?

10

"Safe, stable, and nurturing relationships (SSNRs) are promoted in safe, stable, and nurturing families that have access to safe, stable, and nurturing communities *with a wide range of resources and services.*"

Andrew Garner, MD, PhD, FAAP, Michael Yogman, MD, FAAP

Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health

American Academy of Pediatrics 2021 Policy Statement

11

Hope is not just a feeling, but the integration of goal, agency, and pathways.

Goal – What is our shared purpose?

Agency – How do we know we can do it?

12

**Lesson 2:
Resourcefulness gives us quality.**

13

quality
equity

14

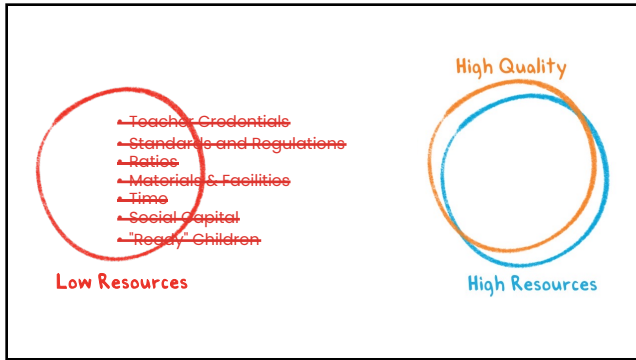
- Teacher Credentials
- Standards and Regulations
- Ratios
- Materials & Facilities
- Time
- Social Capital
- "Ready" Children



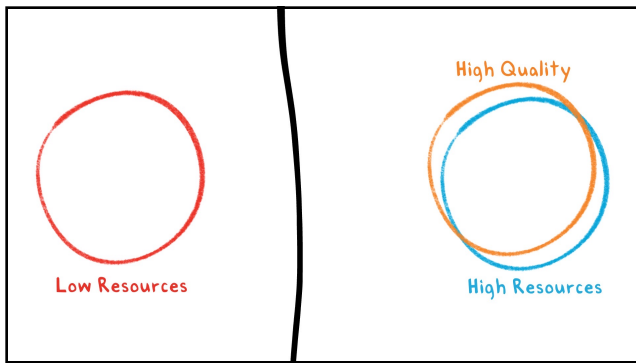
High Quality

High Resources

15



16



17

How do we grow **quality**
with **equity**?

18

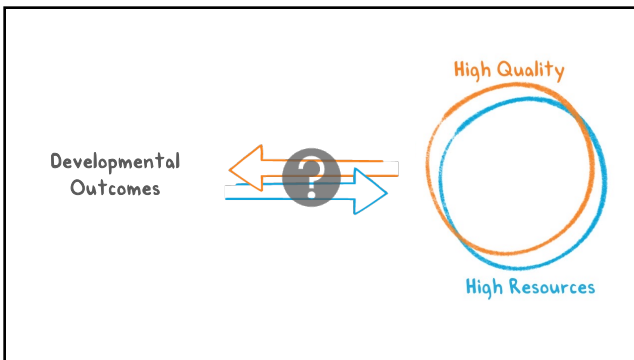


19

What counts cannot always be counted,
 What can be counted does not always count.

Originally by Sociologist William Bruce Cameron (1950s), though most often misattributed to Albert Einstein

20



21

Louise Derman-Sparks and Evelyn Moore

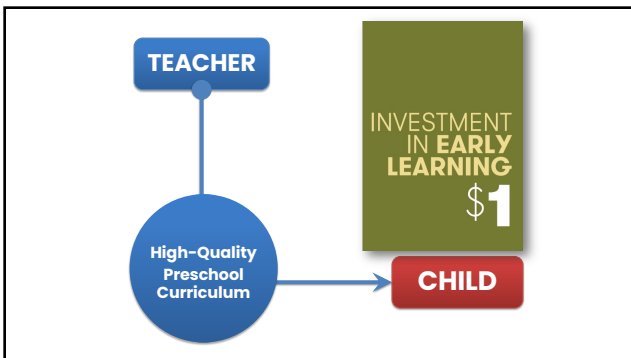
22

INVESTMENT IN EARLY LEARNING \$1

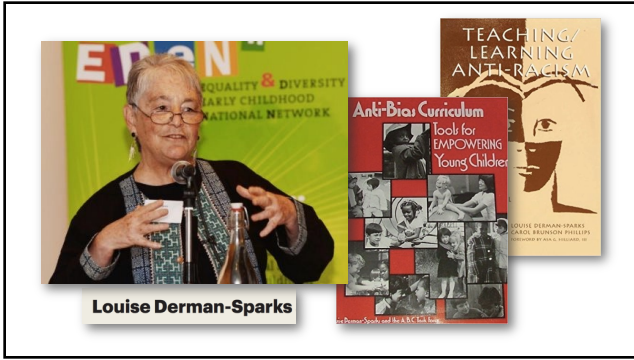
“The Big 3”

- Perry Preschool (1962)
- Abecedarian Project (1972)
- Chicago Child-Parent Centers (1987)

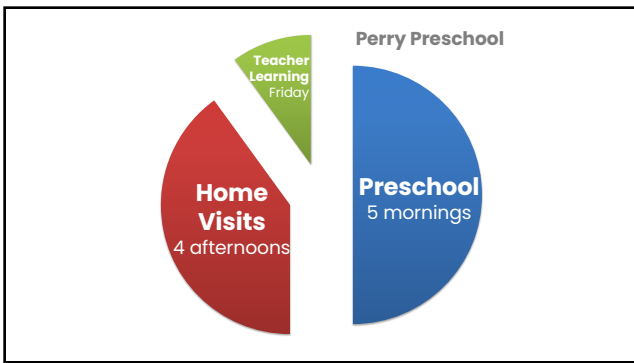
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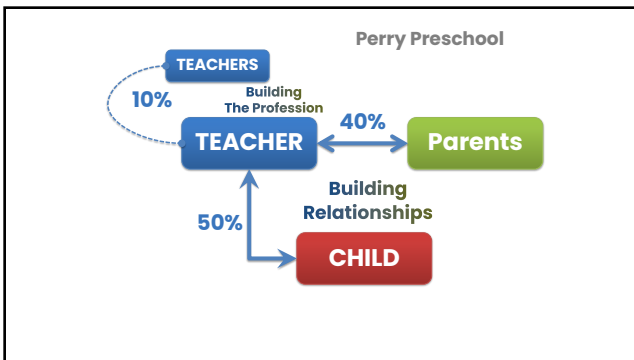
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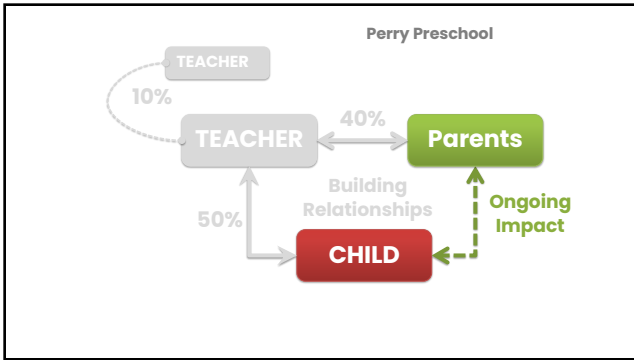
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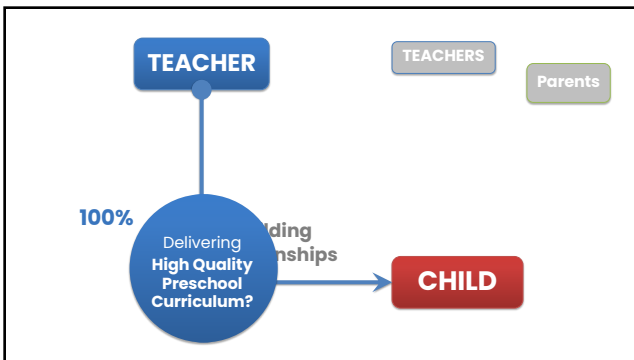
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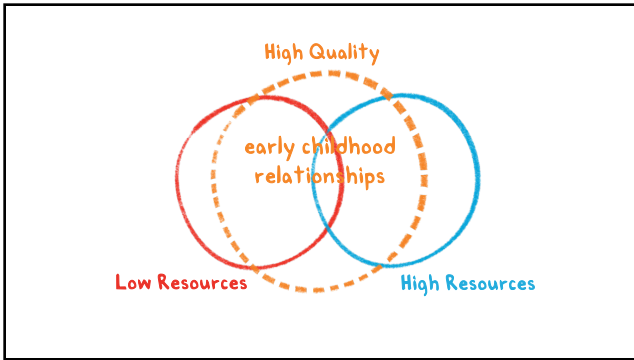


29

Resources

Resourceful-ness

30



31

**Lesson 3:
Ordinary is powerful.**

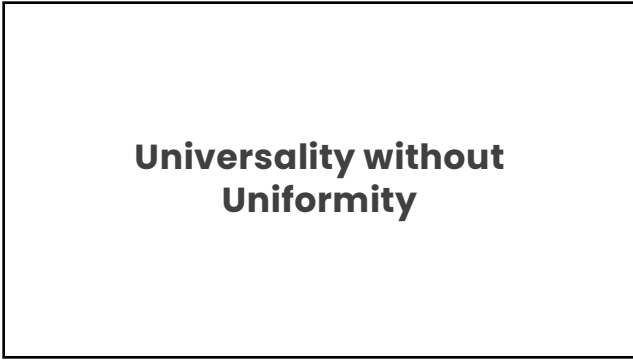
32

Universal Department of Educational Sciences
Universidade Nova de Lisboa
Faculdade de Ciências da Educação
Universidade Nova de Lisboa

Universality without Uniformity:
A Culturally Inclusive Approach to
Sensitive Responsiveness ...
(Mesman, et al., 2017)

The Myth of Universal
Sensitive Responsiveness
(Keller, et al., 2018)

33



34



35

The High Quality Early Learning Project

HOME ABOUT **VIDEOS** GUIDING QUESTIONS RESOURCES LEARNING & TALKING ABOUT FACILITY

COVID-19 & ONLINE LEARNING AT HOME LEARNING ACTIVITIES CONTACT JOIN OUR MAILING LIST

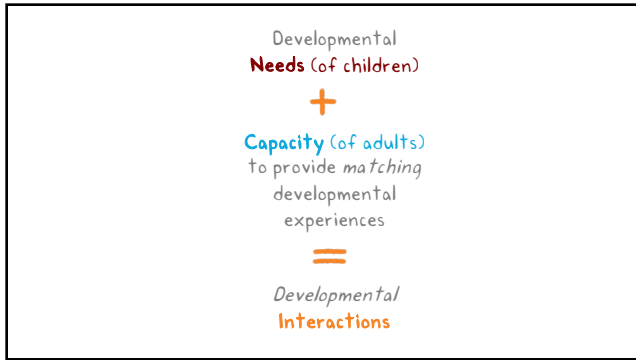
Going to School During the COVID-19 Pandemic
This video set, shares information about how the Early Childhood Center at Lehman College of the City University of New York Park Row Center to serve its children and families during the COVID-19 Pandemic.

GOING TO SCHOOL DURING THE COVID-19 PANDEMIC: School Policies and Practices to Stay Safe

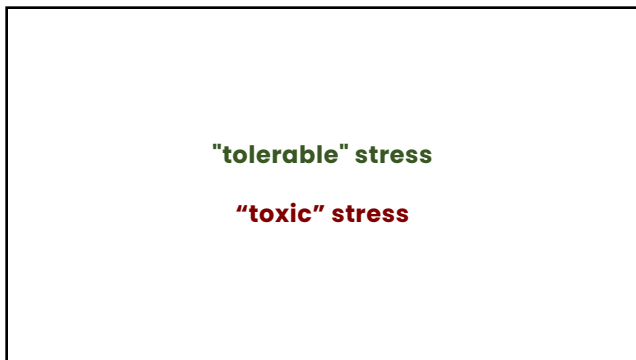
Dr. Beverly Folk,
Professor and Director of the
Graduate Programs in Early
Childhood Education
City College of New York

Meryl Feigenberg
Art Educator and Film Maker

36



37



38

Excessive Stress Disrupts the Architecture of the Developing Brain

Chronic or traumatic experiences in the **absence of caring, stable relationships with adults**, especially during sensitive periods of early development, can be toxic to brain architecture and other developing organ systems.

Center on the Developing Child  HARVARD UNIVERSITY

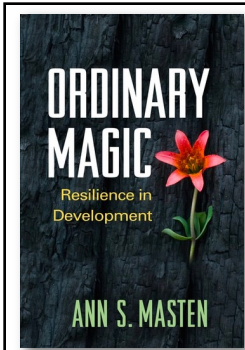
39

Excessive Stress Disrupts the Architecture of the Developing Brain

Research shows that, even under stressful conditions, **supportive, responsive relationships with caring adults** as early in life as possible can prevent or reverse the damaging effects of toxic stress response.

Center on the Developing Child  HARVARD UNIVERSITY

40



"The biggest surprise (from the study of resilience) was the **ordinariness** of the phenomenon.

Most of the time, the children who make it have **ordinary** human resources and protective factors in their lives."

Ann Masten (2014)

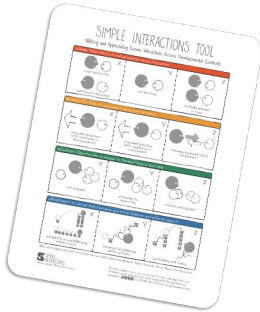
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42

simple,
everyday
interactions

are the basic
building blocks of
developmental
relationships



43

**Supportive Relationships and
Active Skill-Building Strengthen
the Foundations of Resilience**

Decades of research about **resilience**... the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.

Center on the Developing Child  HARVARD UNIVERSITY

44

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

45

Hope is not just a feeling, but the integration of goal, agency, and pathways.

Goal - What is our shared purpose?
Agency - How do we know we can do it?

Pathways - What do we do together?

46

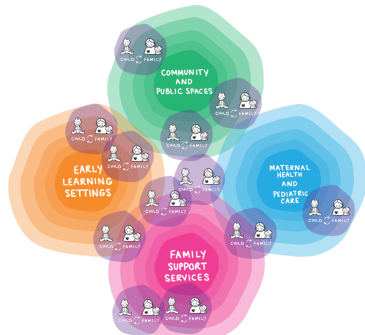
Healthy human relationships begin in **early childhood**.

Physical, behavioral, and mental health depend on **relational health**.

Our collective work can build the foundation of resilience and well-being for children and families.

47

early relational ecology



48

Care for the Caregivers and Help the Helping Professionals

Be as invested in the families and professionals as they are in our children. We cannot make a lasting impact on children by skipping over the adults in the middle.



Handwriting practice lines (6 horizontal lines).

49

ASK THE ESSENTIAL QUESTION

How can our _____ help to Encourage, Enrich, and Empower human relationships around children, families, and their helpers? (Practices, Programs, Policies)

Handwriting practice lines (6 horizontal lines).

50

Relationships gives us hope. Resourcefulness gives us quality. Ordinary is powerful.

Handwriting practice lines (6 horizontal lines).

51