

The 7th Annual Family Engagement
Leadership Summit

welcome!

we will begin
shortly...

**Ohio Statewide
Family Engagement Center**

For Every Child, Every Family, Every School

The Power of Everyday Moments

Simple Interactions and Family Engagement

Thelma Ramirez, ED.M.

Director of Early Relational Health,
Harvard Graduate School of Education



EASEL
lab

Home About People Projects Professional Development News & Resources

CIRCLE AREA

Navigating Social and Emotional Learning from the Inside Out

Learn more about our new report, a practical resource for schools and out-of-school time providers.



Early Relational Health

A Review of Research and Perspectives

SEPTEMBER 2023



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in the development
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STEP UP FOR KIDS!





Today we will...

- Notice how brief, everyday interactions build relationships.
- Use the Simple Interactions lens to think about school–family relationships.
- Identify one small shift you can try in your own family engagement work.



Let's begin with an everyday moment

Ms. Paula

As you watch:

What does Ms. Paula **do**?

How do the children **respond**?



Chat Waterfall

What does Ms. Paula do?

What difference does she make?

**simple, everyday
interactions**

are the basic building blocks of
developmental relationships



Drug Facts

Active ingredient

Sodium monofluorophosphate 0.76% (0.15% w/v fluoride ion)....Anticavity

Purpose

Use helps protect against cavities

Warnings

Keep out of reach of children under 6 years of age.

If more than used for brushing is accidentally swallowed, get medical help or contact a Poison Control Center right away.

Drug Facts (continued)

Directions

adults and children 2 years of age and older

children 2 to 6 years

children under 2 years

brush teeth thoroughly, preferably after each meal or at least twice a day, or as directed by a dentist or physician

use only a pea sized amount and supervise child's brushing and rinsing (to minimize swallowing)

ask a dentist or physician

Inactive ingredients

dicalcium phosphate dihydrate, water, glycerin, sodium lauryl sulfate, cellulose gum, flavor, tetrasodium pyrophosphate, sodium saccharin

Questions? 1-800-468-6502

Active ingredient

Stannous fluoride 0.454%
(0.16% w/v fluoride ion)

Purposes

Anticavity, antigingivitis,
antisensitivity toothpaste

Dr
Ac
Star
(0.1

Us

- helps prevent gingivitis
- helps interfere with the harmful effects of gingivitis
- helps control plaque bacteria that cause gingivitis
- builds increasing protection against teeth to cold, heat, acids, sweets

Control Center right away.

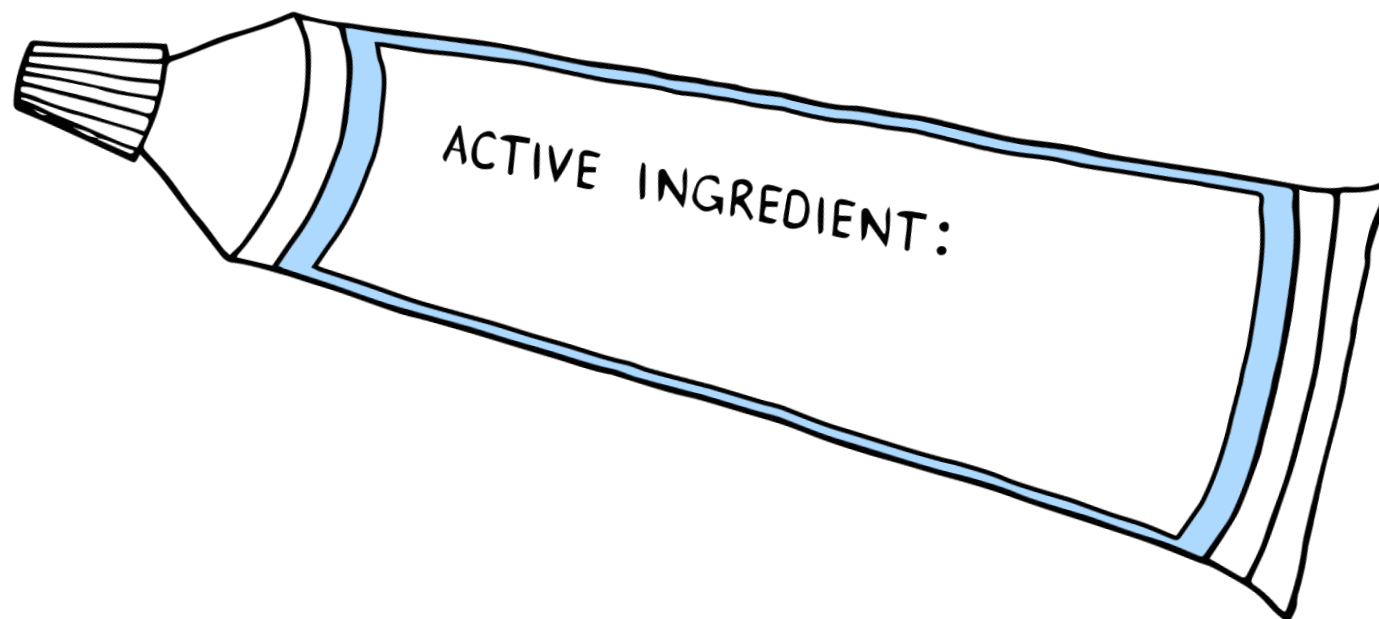
- this Crest is specially formulated to help prevent staining
- see your dentist regularly

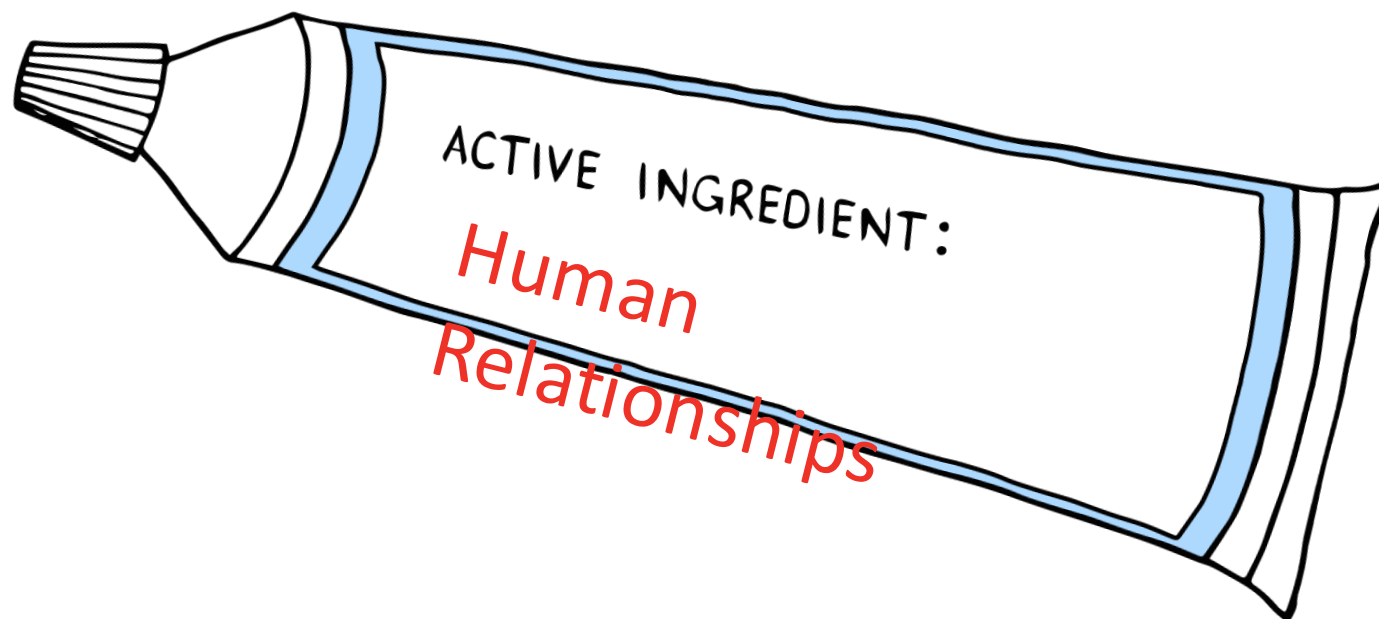
Warnings

When using this product do not use for four weeks unless recommended by your dentist.

Stop use and ask a dentist if the symptoms persist.

Inactive ingredients glycerin, hydrated silica, sodium hexametaphosphate, propylene glycol, PEG-6, water, zinc lactate, trisodium phosphate, flavor, sodium lauryl sulfate, sodium gluconate, carrageenan, sodium saccharin, polyethylene, xanthan gum, titanium dioxide, blue 1





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.

Young Children Develop in an Environment of Relationships



Stated simply, *relationships* are the **“active ingredients”** of the environment’s influence on healthy human development.

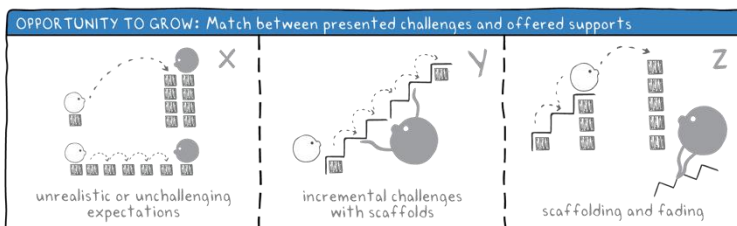
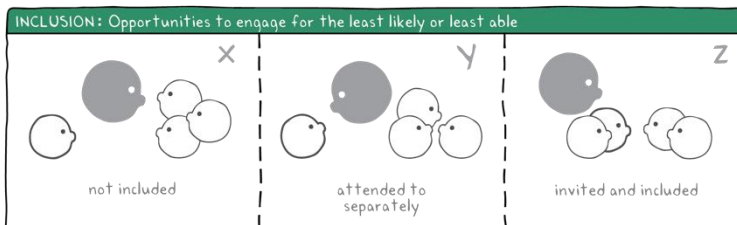
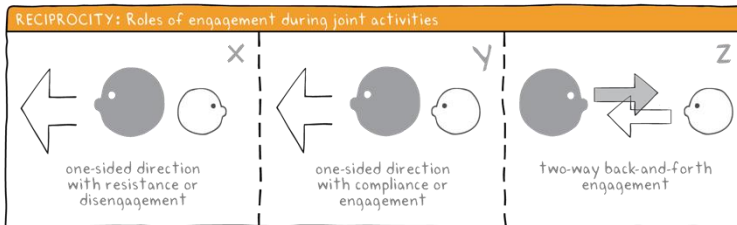
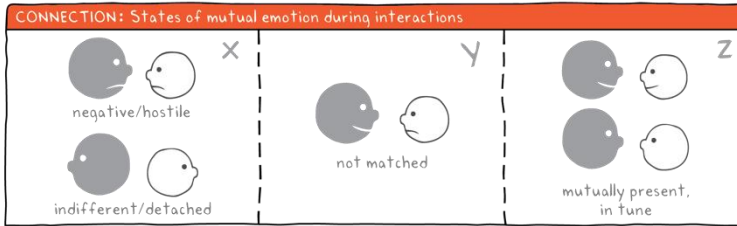
Center on the Developing Child  HARVARD UNIVERSITY

Children develop in a network of relationships: families, educators, schools, programs, and communities.

**Family engagement is not only what we communicate.
It is also how we interact while we communicate.**

SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Contexts



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Simple Interactions
www.simpleinteractions.org

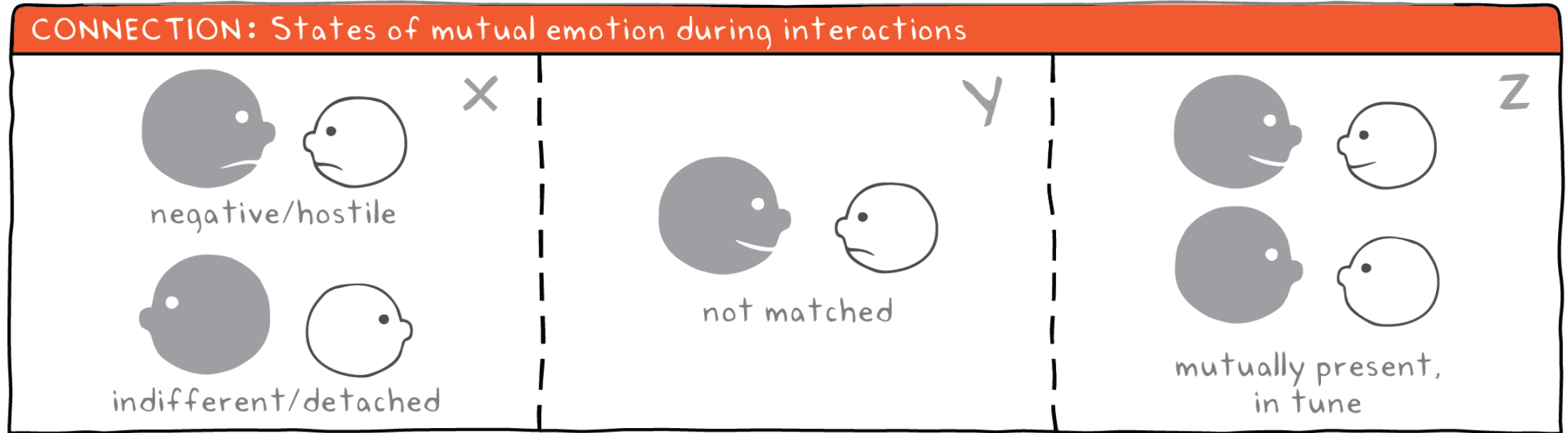
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Chat Waterfall

What is the tool trying to help us to notice?

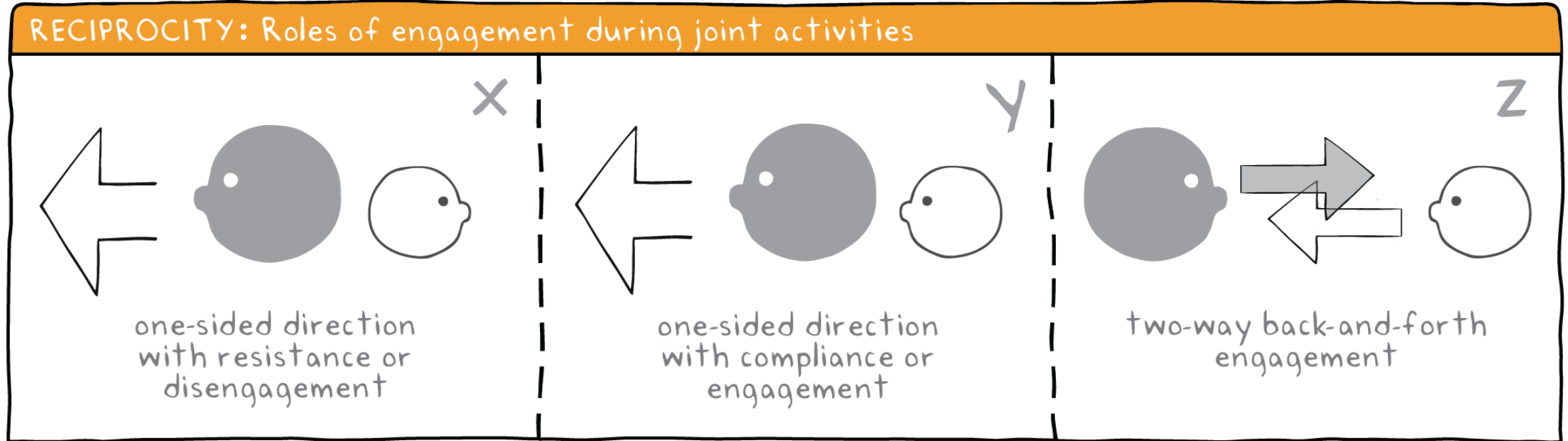
Connection



How do families know they are **seen**, **welcomed**, and **valued**?

What do warmth, presence, curiosity, and respect look like in brief school–family moments?

Reciprocity

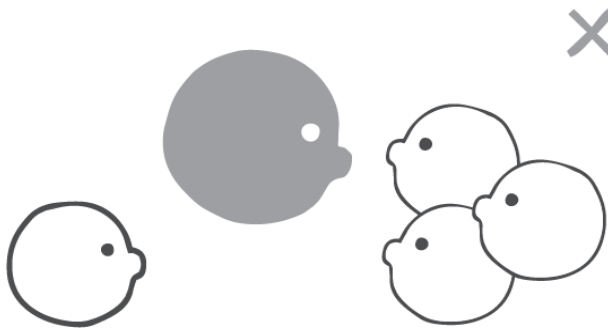


Are we only giving information—or also **listening** and **responding**?

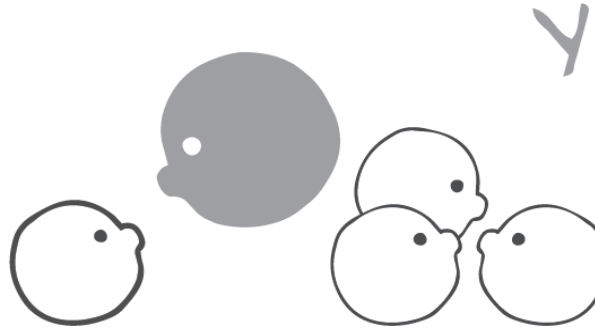
Where do families have real opportunities to shape the conversation?

Inclusion

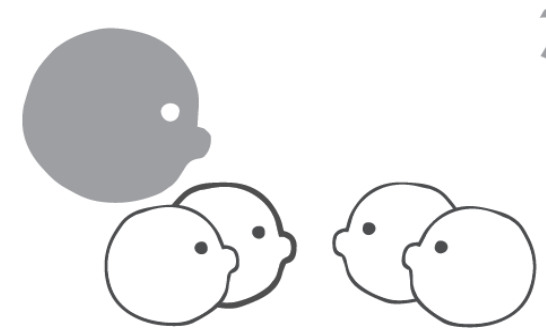
INCLUSION: Opportunities to engage for the least likely or least able



not included



attended to
separately



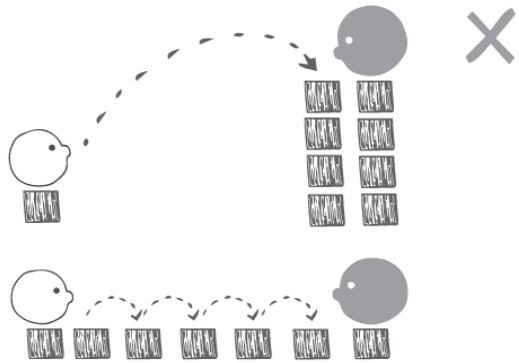
invited and included

Whose voices are easiest for us to hear and **who may be at the edges?**

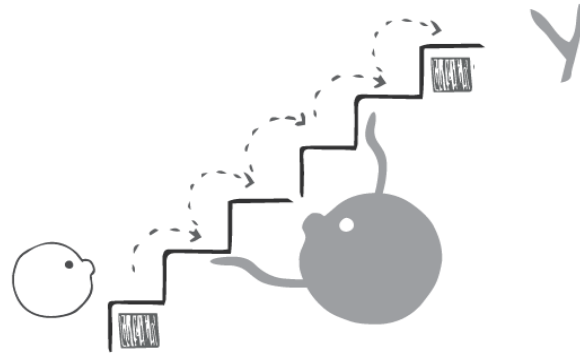
How do our routines, language, timing, and communication practices make participation easier or harder?

Opportunity to Grow

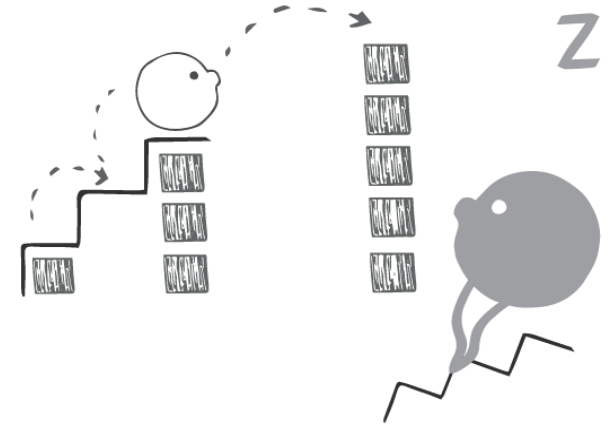
OPPORTUNITY TO GROW: Match between presented challenges and offered supports



unrealistic or unchallenging expectations



incremental challenges with scaffolds



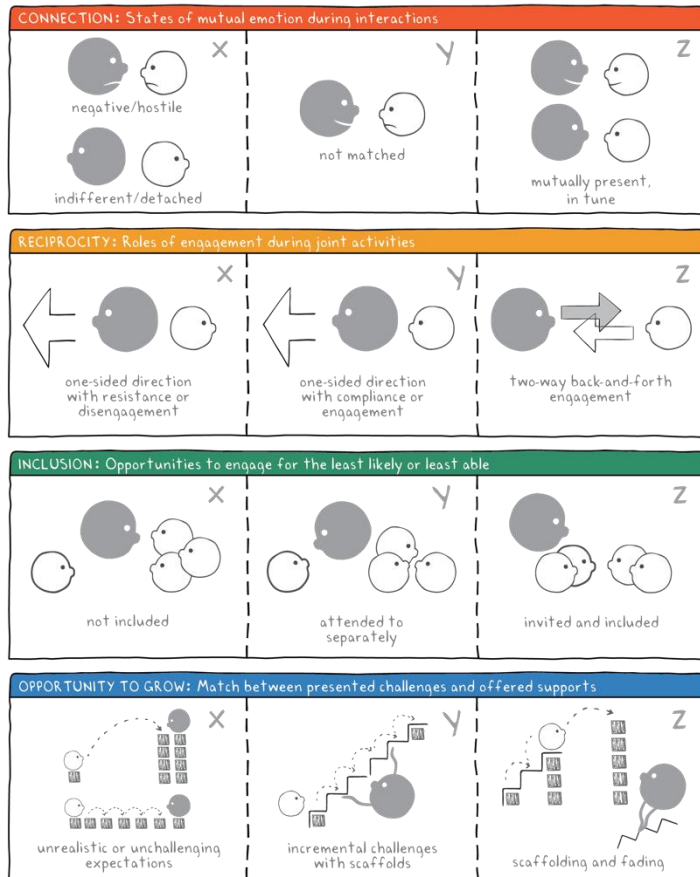
scaffolding and fading

Where are we **doing for** families rather than **working with** them?

How can we offer support while still making room for families' knowledge, choices, and leadership?

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Scan to download the Simple Interactions Tool to use in our next activity.



tinyurl.com/Slhandout



Now apply the lens to family engagement

Choose one dimension: • **Connection** • **Reciprocity** • **Inclusion** • **Opportunity to Grow**

Choose one dimension. Think of a real interaction with a family.

What does that dimension look or sound like when it's going well?



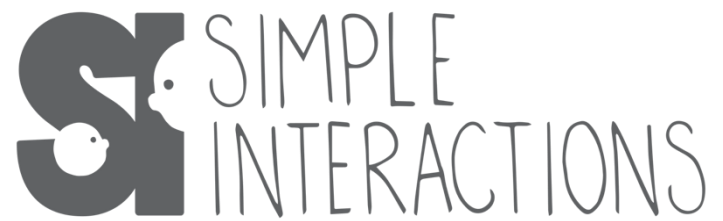
Then share one example in the chat.

The Simple Interactions Tool helps us...

Do **intentionally** what we already do **intuitively**.

Do more **naturally** what we have begun to try **intentionally**.

Communicate what we would like to do as a **community**.



THANK YOU!

For questions, requests and anything else we can help you with, please email me at tramirez@gse.harvard.edu.



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**THE OHIO STATE
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CENTER ON EDUCATION AND
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