

Simple Interactions

Growing Positive Relational Practice in Museums



A photograph of the Children's Museum of Pittsburgh building, which is a modern structure with a white metal frame and glass walls, situated in front of the historic Pennsylvania State Capitol building. The Capitol building features a large green dome and classical architectural elements. A large tree is on the left, and a tall modern skyscraper is on the right. The sky is blue with some clouds.

children's
museum

pittsburgh

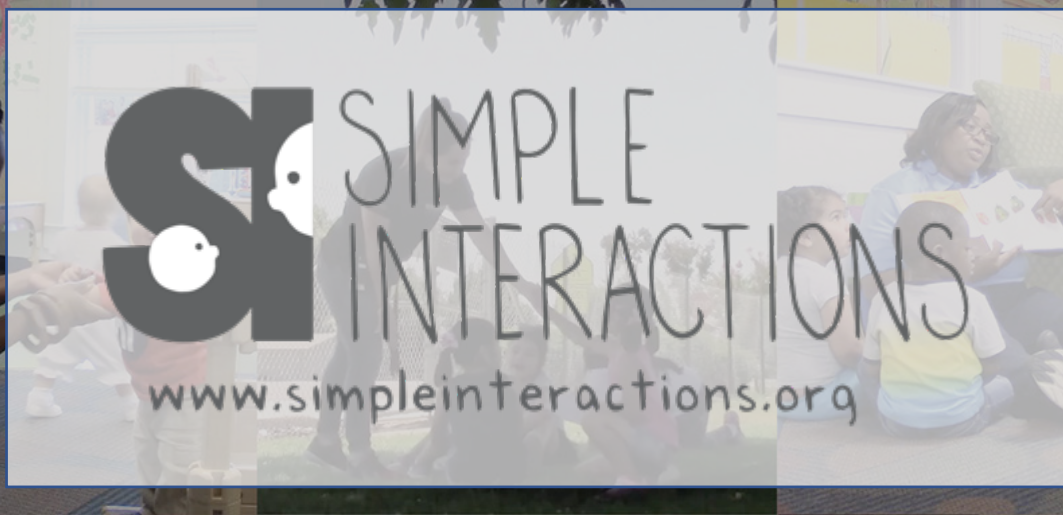
CHILDREN'S

FRED ROGERS CENTER

Staying true to the vision of Fred Rogers, we help children become confident, competent, and caring human beings.

↓ EXPLORE





Project background...

- Two-year IMLS project with three informal learning organizations
- Three Simple Interactions series
 - Introduction sessions
 - Small Group workshops
 - Asynchronous resources
 - Celebration of learning



Allegheny County
**Library
Association**
CONNECTING COMMUNITIES



THE WESTMORELAND
MUSEUM of AMERICAN ART



Think of a meaningful interaction you've had at work (with a visitor, coworker, etc.)

What made this important for you?

How do you know when you've had a meaningful interaction?

The power of human relationships
comes from simple, ordinary moments

The longer I live, the more convinced I am that the important moments of life rarely happen center stage ...

... what truly nourishes our hearts and changes our being are most often far from the spotlight.

Fred Rogers' Speech (1997) for the
Association of Oncology Social Work

total below min

not included	included	extra
0	1000	1000

Worst/mostly severe disabled

MICS
 MULTIPLE INDICATOR CLUSTER SURVEY
 Monitoring the Situation of Children and Women

achieve reliability across non-professional enumerators!
 Graphical Scale



use context specific photos as reminders

Progression: Bad -> Better -> Good -> Best

rewards path towards achievement

unicef

SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings

INCLUSION: Inviting and involving the least likely or least able to engage

OPPORTUNITY TO GROW: Presenting incremental challenge

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SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings

CONNECTION: Interacting with mutually positive or appropriate emotions

RECIPROCALITY: Balancing roles of engagement during joint activity

www.simpleinteractions.org

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SIMPLE INTERACTIONS
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Simple Interactions as a Learning Tool

Help us do intentionally
what we already do
intuitively.

Simple Interactions as a Learning Tool

Help us do more naturally what we have begun to try intentionally.

Simple Interactions as a Learning Tool

Help us communicate what we would like to do as a community.



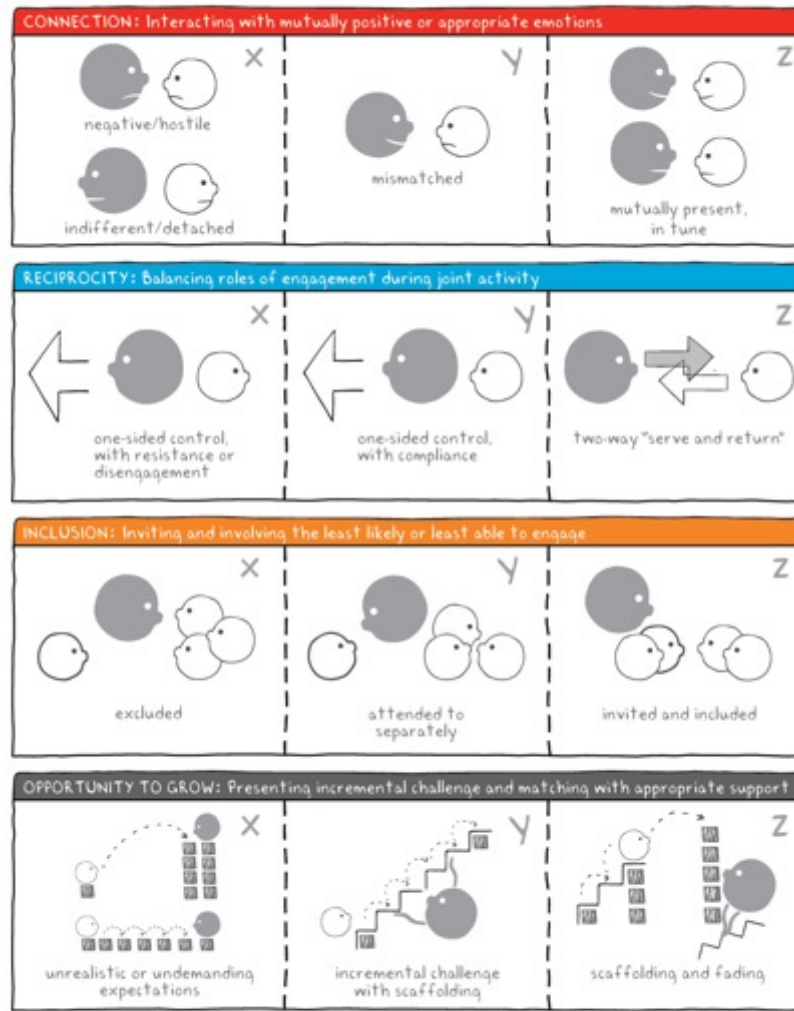
What do you
NOTICE
about the tool?



tinyurl.com/Slhandout

SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions Across Developmental Settings



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SIMPLE INTERACTIONS TOOL

Noticing and Appreciating Human Interactions A

CONNECTION: Interacting with mutually present, appropriate emotions

 negative/hostile	 mismatched	 mutually present, in tune
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RECIPROCITY: Balancing roles of engagement during joint activity

 one-sided control, with resistance or disengagement	 one-sided control, with compliance	 two-way "serve and return"
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INCLUSION: Inviting and involving the least likely or least able to engage

 excluded	 attended to separately	 invited and included
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OPPORTUNITY TO GROW: Presenting incremental challenge and matching with appropriate support

 unrealistic or undemanding expectations	 incremental challenge with scaffolding	 scaffolding and fading
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Shared
Language

Fluidity and
Flexibility

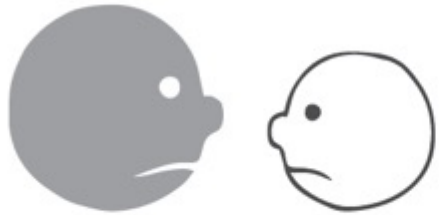
Human
Interactions

Reflective
Tool

"I wonder"
"I notice"

Connection

CONNECTION: Interacting with mutually positive or appropriate emotions



negative/hostile

x



indifferent/detached



mismatched

y

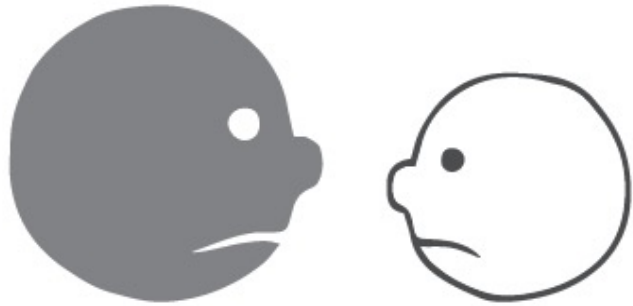


mutually present,
in tune

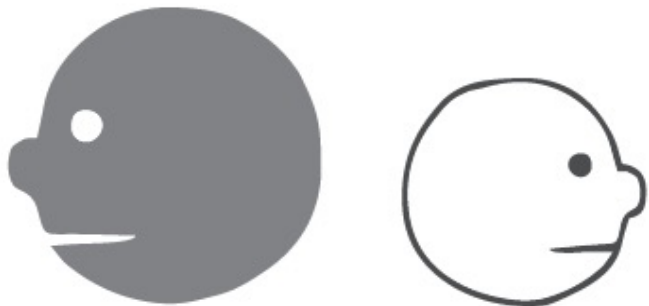
z

CONNECTION: Interacting with mutually positive or appropriate emotions

Connection



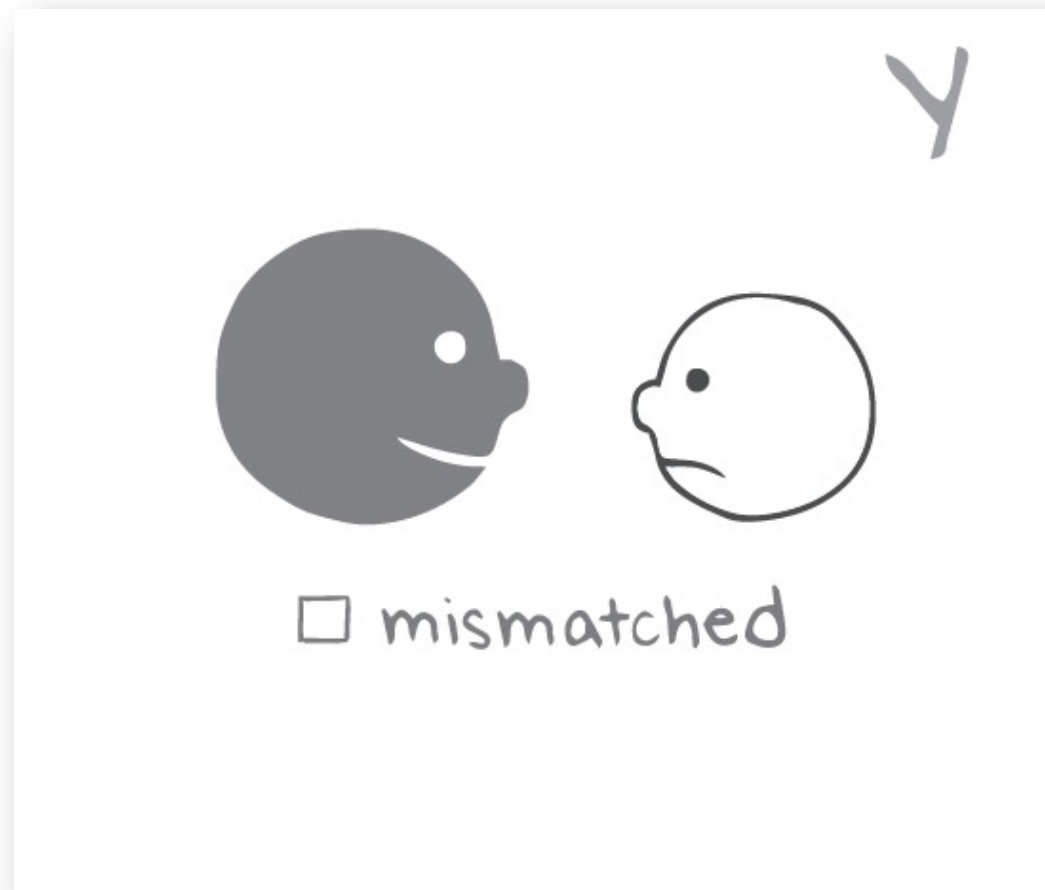
negative / hostile



distant / detached

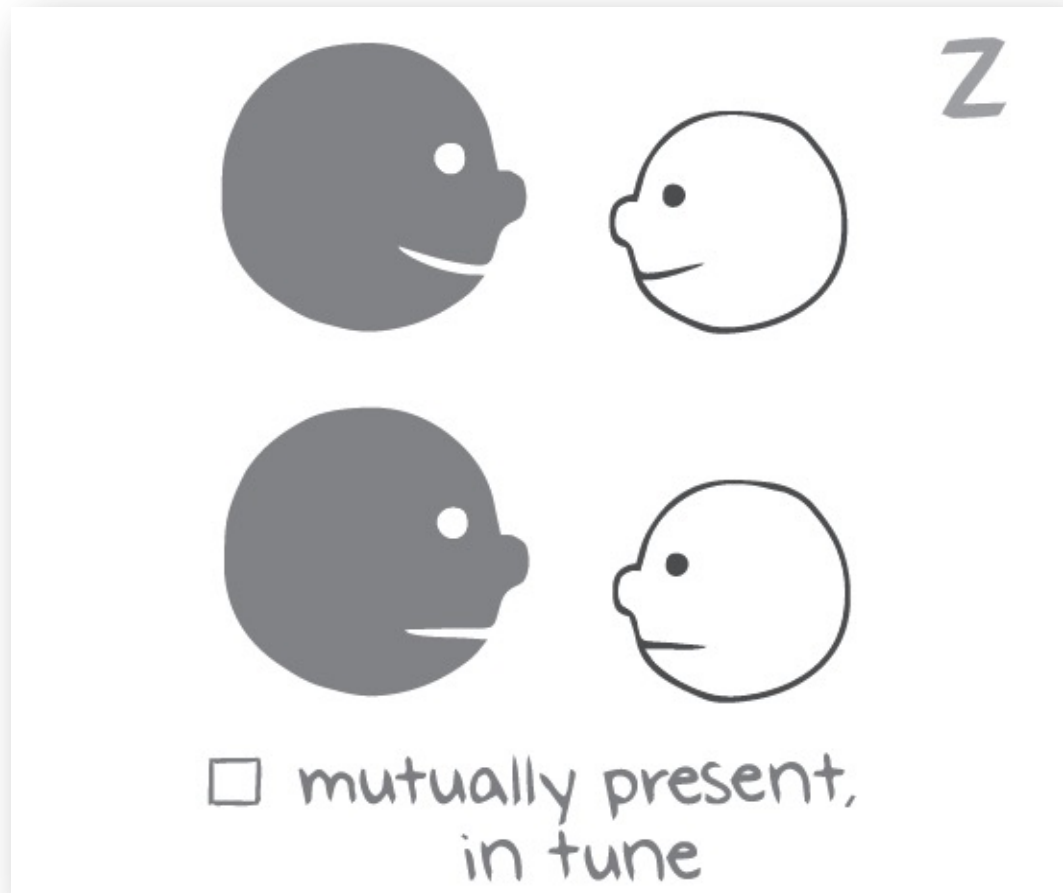
CONNECTION: Interacting with mutually positive or appropriate emotions

Connection



CONNECTION: Interacting with mutually positive or appropriate emotions

Connection



Reciprocity

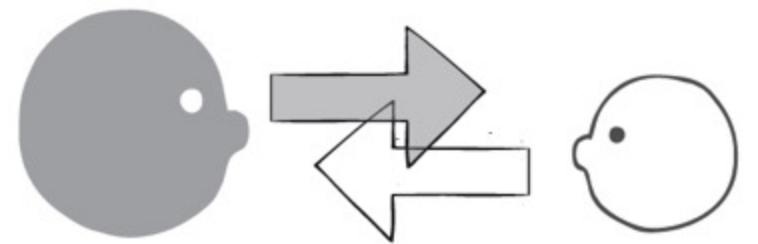
RECIPROCITY: Balancing roles of engagement during joint activity



one-sided control,
with resistance or
disengagement



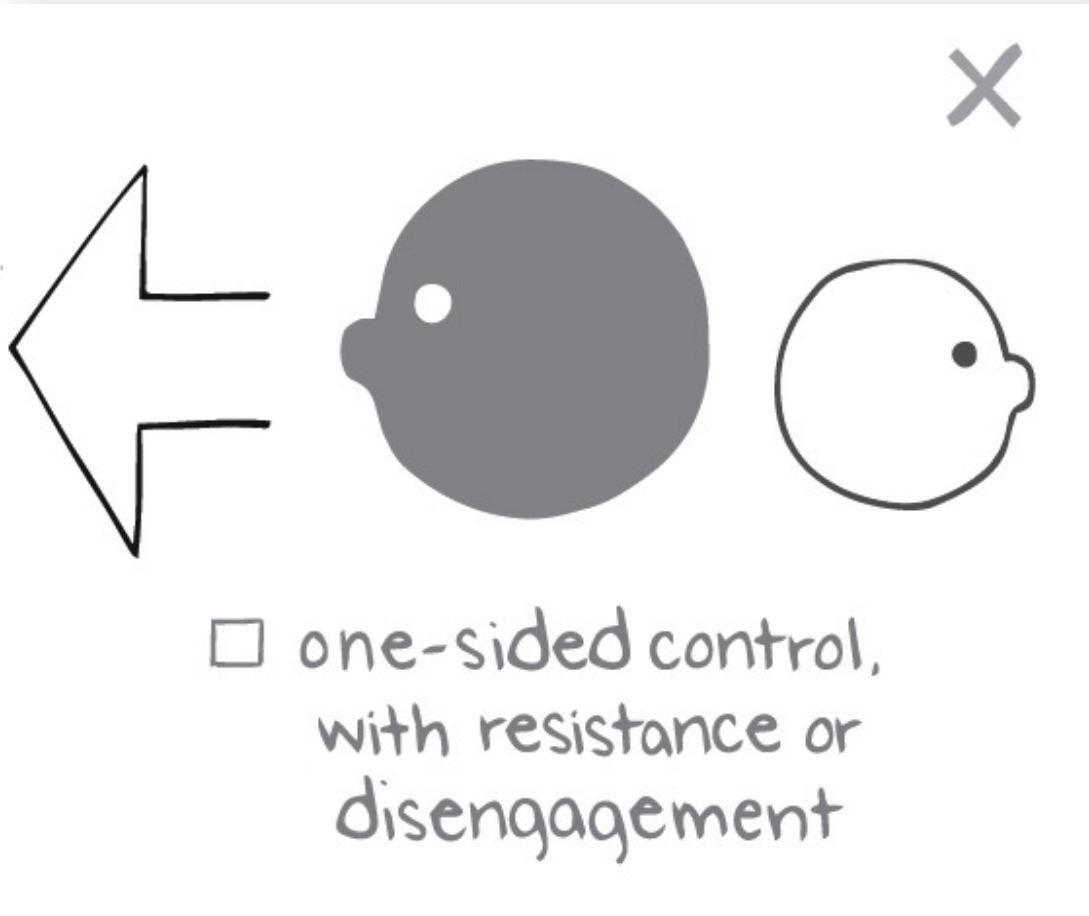
one-sided control,
with compliance



two-way "serve and return"

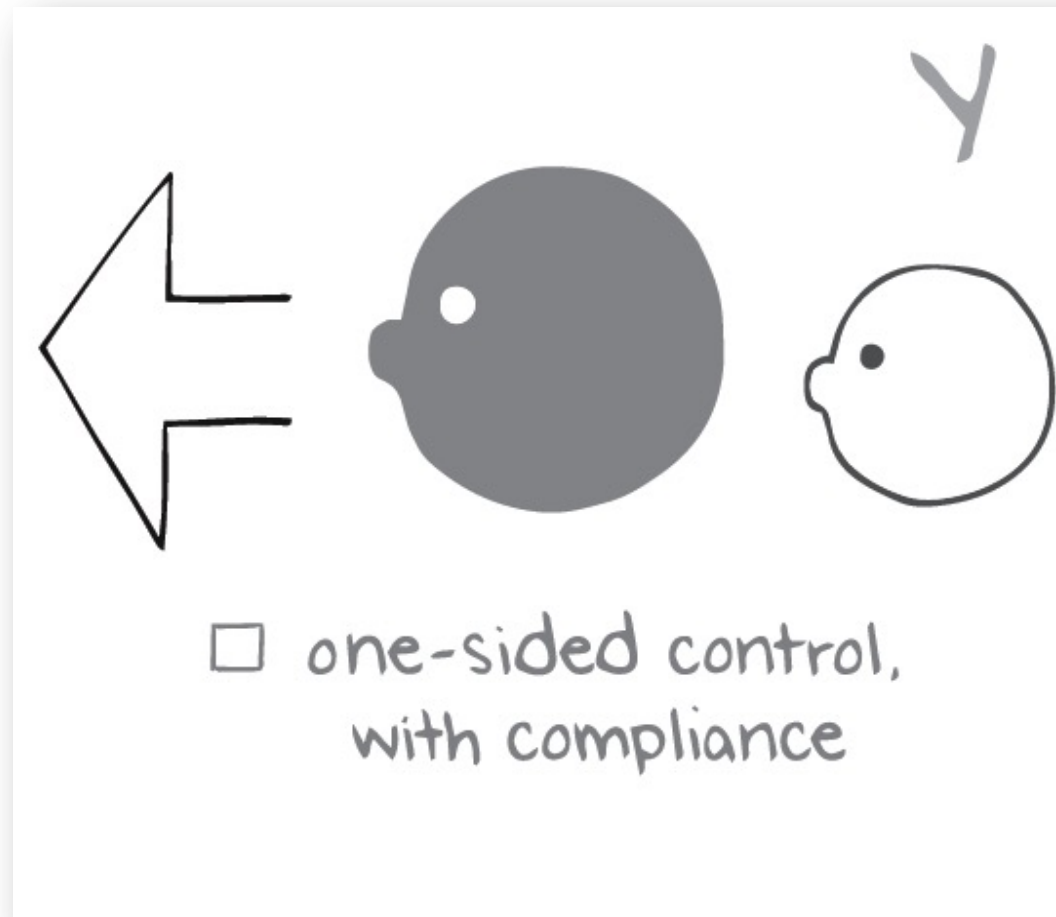
RECIPROCITY: Balancing roles of engagement during joint activity

Reciprocity



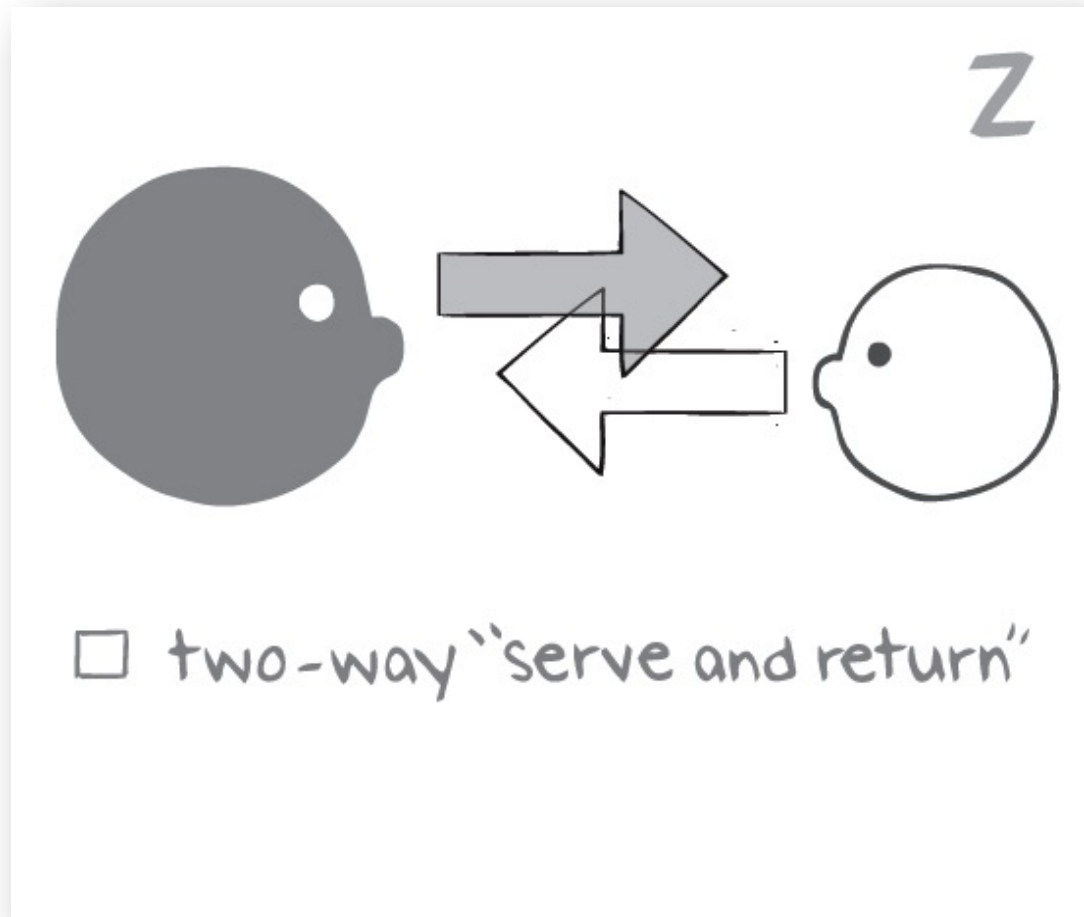
RECIPROCITY: Balancing roles of engagement during joint activity

Reciprocity



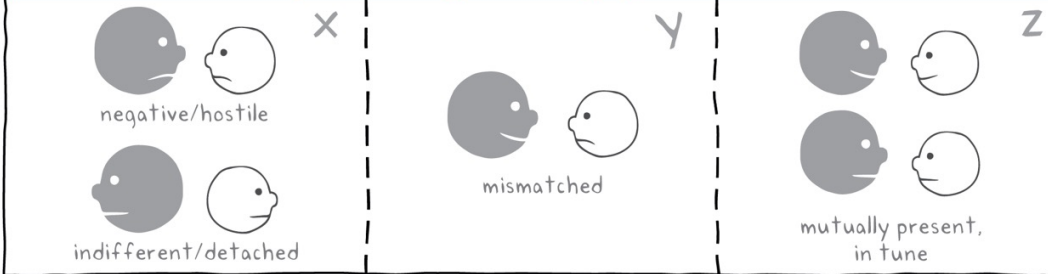
RECIPROCITY: Balancing roles of engagement during joint activity

Reciprocity

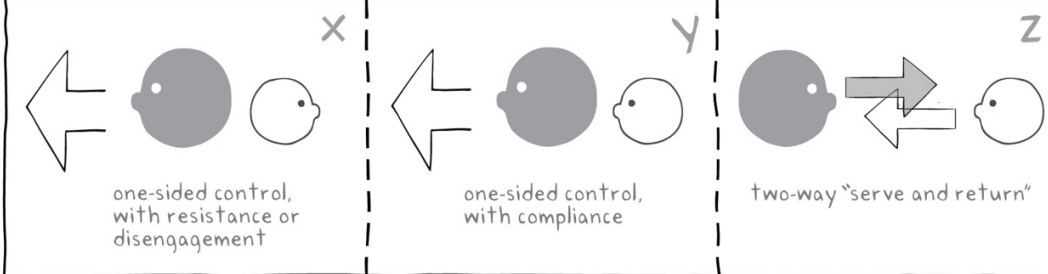


What did you
NOTICE?

CONNECTION: Interacting with mutually positive or appropriate emotions

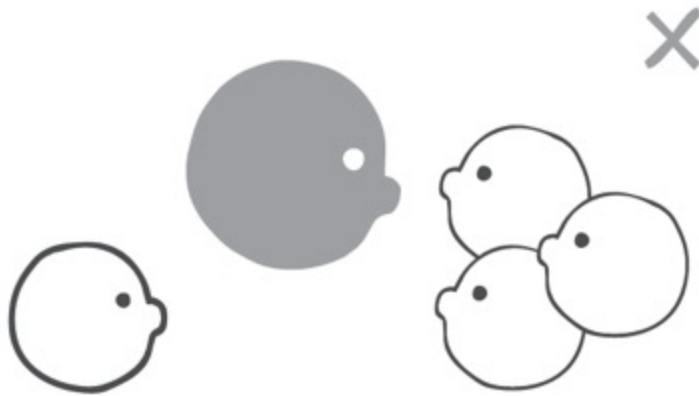


RECIPROCITY: Balancing roles of engagement during joint activity

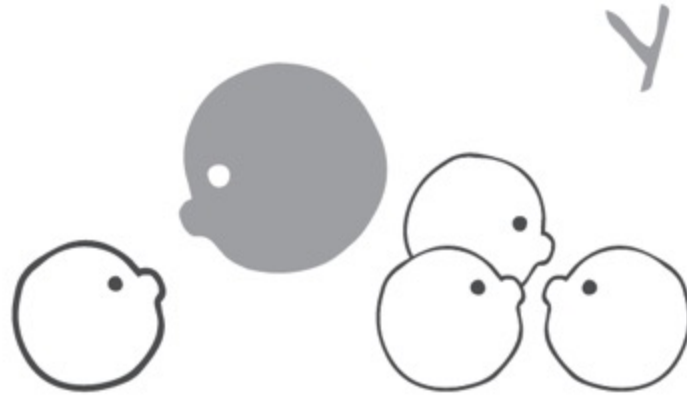


Inclusion

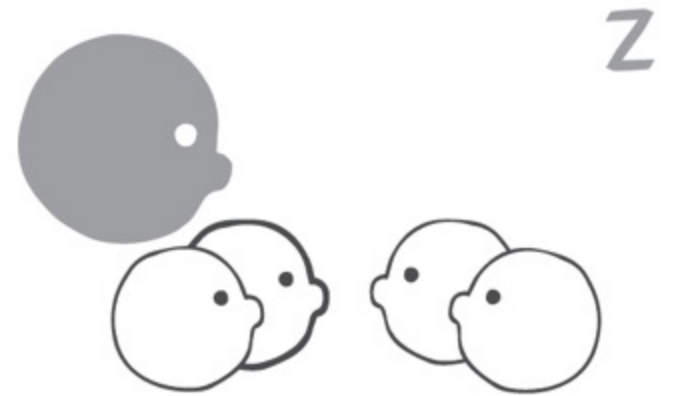
INCLUSION: Inviting and involving the least likely or least able to engage



excluded



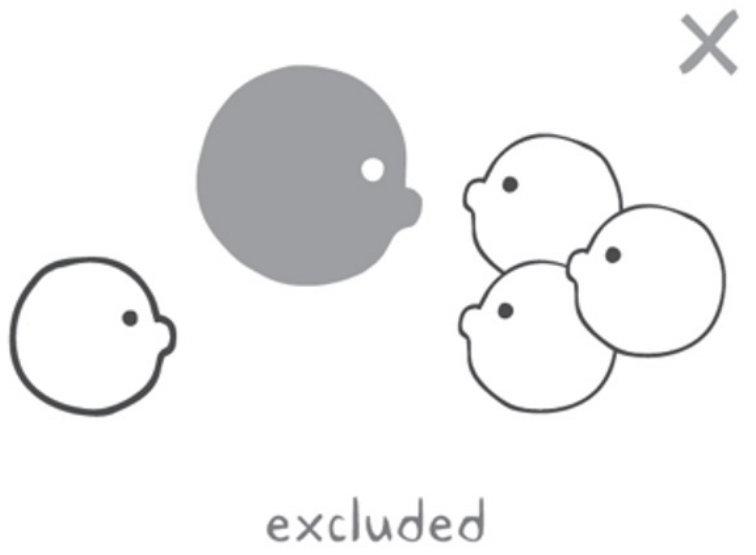
attended to
separately



invited and included

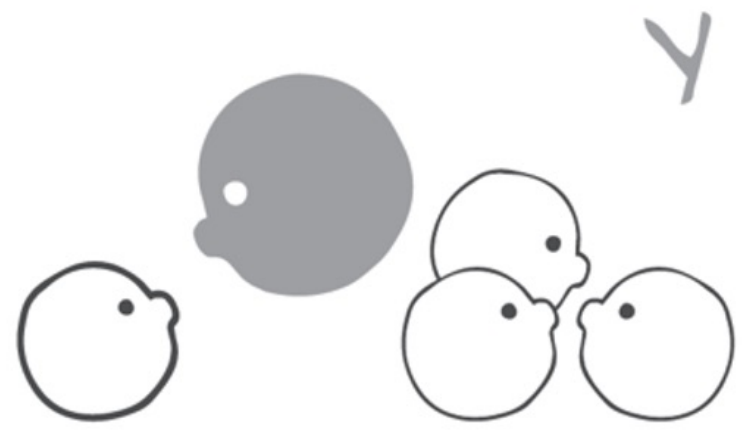
INCLUSION: Inviting and involving children who are the least likely or least able to engage

Inclusion



INCLUSION: Inviting and involving children who are the least likely or least able to engage

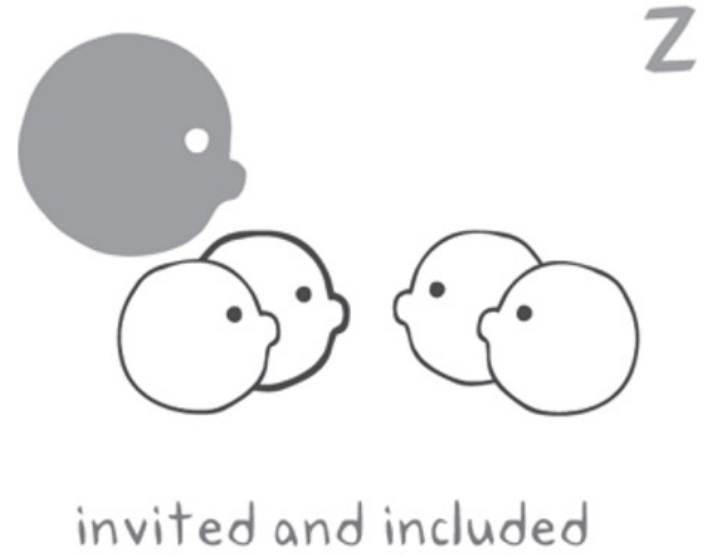
Inclusion



attended to
separately

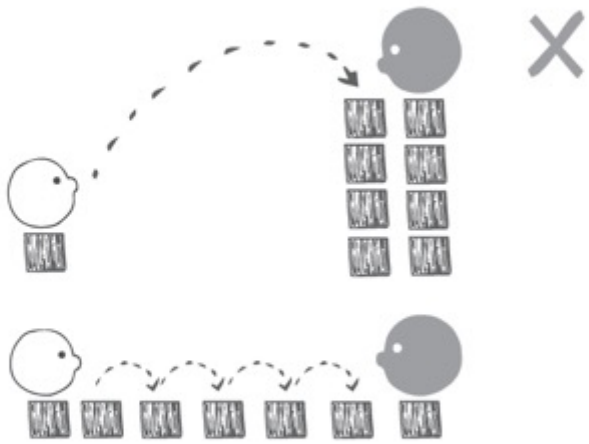
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Inclusion

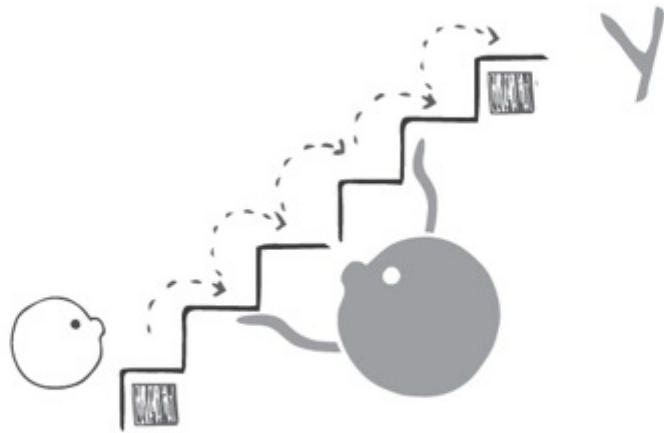


Opportunity to Grow

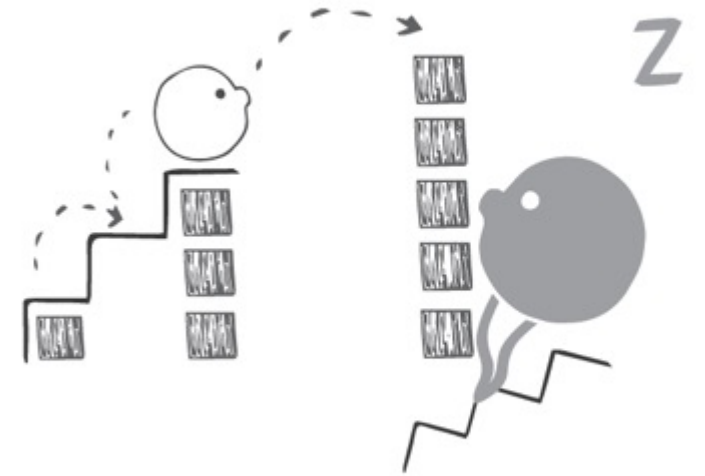
OPPORTUNITY TO GROW: Presenting incremental challenge and matching with appropriate support



unrealistic or undemanding expectations



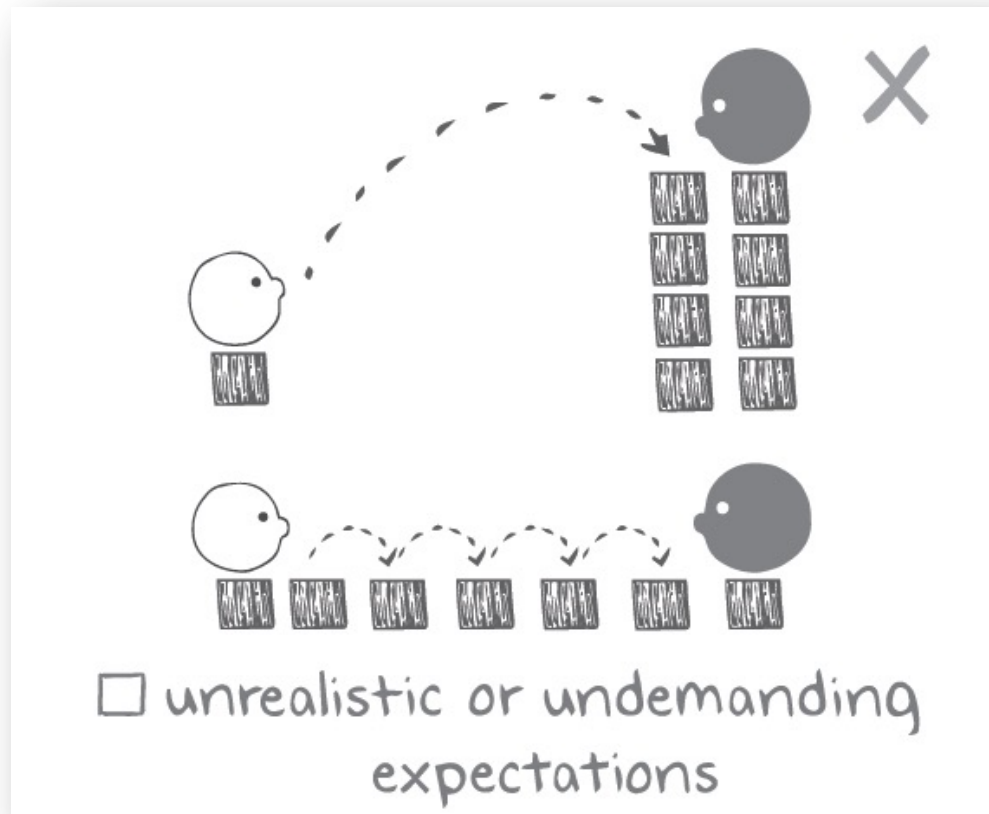
incremental challenge with scaffolding



scaffolding and fading

OPPORTUNITY TO GROW: Presenting incremental Challenge and matching with appropriate Support

Opportunity to Grow



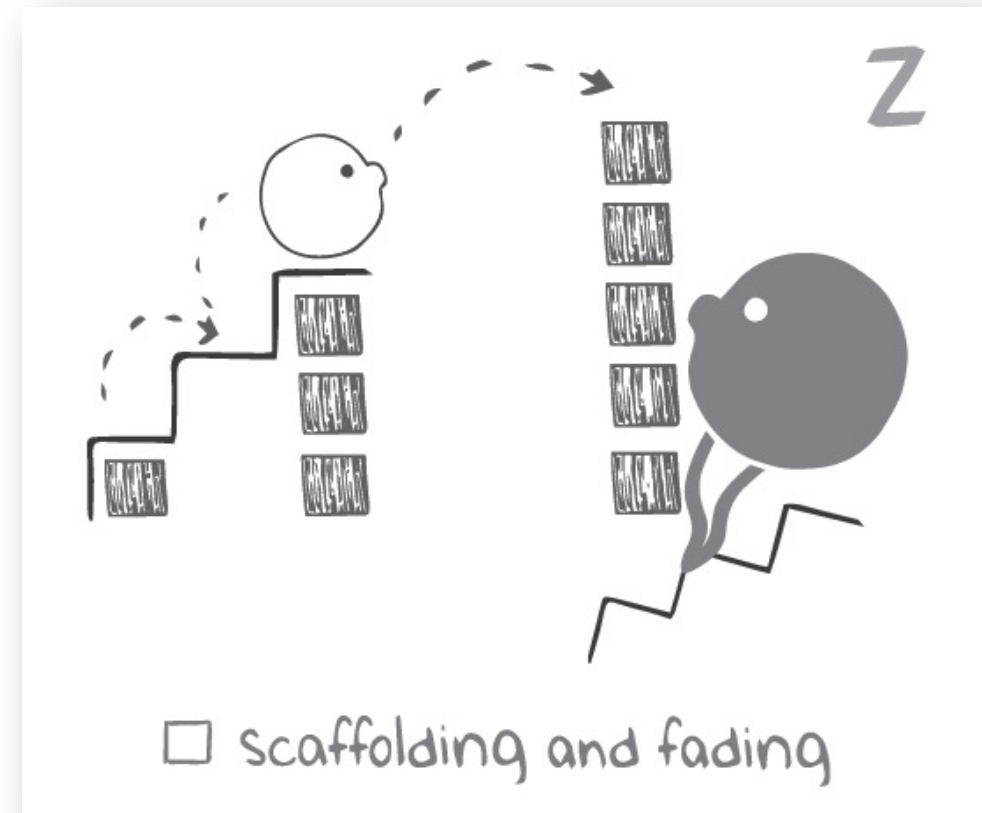
OPPORTUNITY TO GROW: Presenting incremental Challenge and matching with appropriate Support

Opportunity to Grow






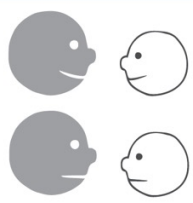
OPPORTUNITY TO GROW: Presenting incremental Challenge and matching with appropriate Support

Opportunity to Grow



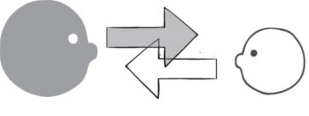


What did you
NOTICE?

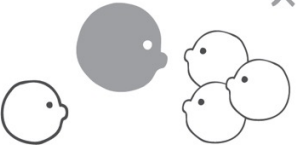
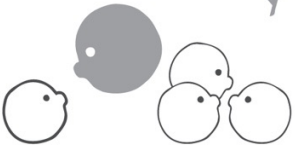
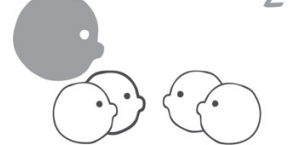
CONNECTION: Interacting with mutually positive or appropriate emotions

<p>X</p>  <p>negative/hostile</p>  <p>indifferent/detached</p>	<p>Y</p>  <p>mismatched</p>	<p>Z</p>  <p>mutually present, in tune</p>
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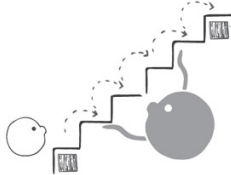
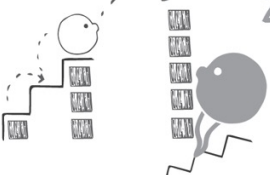
RECIPROCITY: Balancing roles of engagement during joint activity

<p>X</p>  <p>one-sided control, with resistance or disengagement</p>	<p>Y</p>  <p>one-sided control, with compliance</p>	<p>Z</p>  <p>two-way "serve and return"</p>
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INCLUSION: Inviting and involving the least likely or least able to engage

<p>X</p>  <p>excluded</p>	<p>Y</p>  <p>attended to separately</p>	<p>Z</p>  <p>invited and included</p>
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OPPORTUNITY TO GROW: Presenting incremental challenge and matching with appropriate support

<p>X</p>  <p>unrealistic or undemanding expectations</p>	<p>Y</p>  <p>incremental challenge with scaffolding</p>	<p>Z</p>  <p>scaffolding and fading</p>
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How can we apply these ideas
to our everyday work?

ASK THE ESSENTIAL QUESTION

How does this  help to

(Practice, Program, Policy)

Encourage, Enrich, and Empower

human interactions in our community?

What is a try-it-out project?

- A (small) tweak in your practice, program, or policy
- Can build on something you already do or be something new
- Something you try out (like a mini-experiment) to see what works
– it doesn't have to be perfect.

Some examples...

Growth area: How can we connect with youth at our library?



Growth area: How do we build relationships across departments?



Growth area: How can we support reciprocity between caregivers and children?



Think about...

What are **opportunities** to grow interactions in your everyday practice?

What is one small **idea you could try out**?

What would it look like to put this into **action**?

Thank you!

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