



RESEARCH & PROGRESS

The LUME Institute transforms the way families, educators and communities inspire young children to learn, grow and thrive. Alongside compelling science, we're teaching educators how to be present, to connect and to advance relationships in ways that meet children's need for love, belonging and appropriate power, all while furthering their learning outcomes.



RESEARCH: THEORY OF CHANGE

Developed and refined with support from Harvard University's Center on the Developing Child, LUME's Theory of Change is: When educators understand themselves and children more deeply, and as they learn the foundations of relationship-building they grow in:



PROGRESS: EMOTIONALLY-RESPONSIVE INTENT & INTENTIONAL ACTION

Since 2020, LUME has engaged 250+ educators at six institutions in "LUME Approach" learning experiences. Among educators in those engagements¹:



¹Reflects statistically-significant findings from participants who provided both pre and post learning data



LUME INSTITUTE





PROGRESS: RELATIONSHIP BUILDING ACTIONS

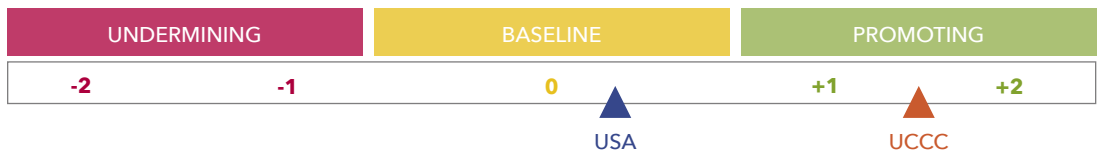
Data from this same group (250+ since 2020¹) shows that 80% of educators reported changing their classroom practices, citing specifics including:

- Understanding what motivates children's behavior
- Being more aware of my actions and interactions
- Being an emotional partner with children
- Reflecting on a child's temperament and attachment style
- Being more calm and forgiving

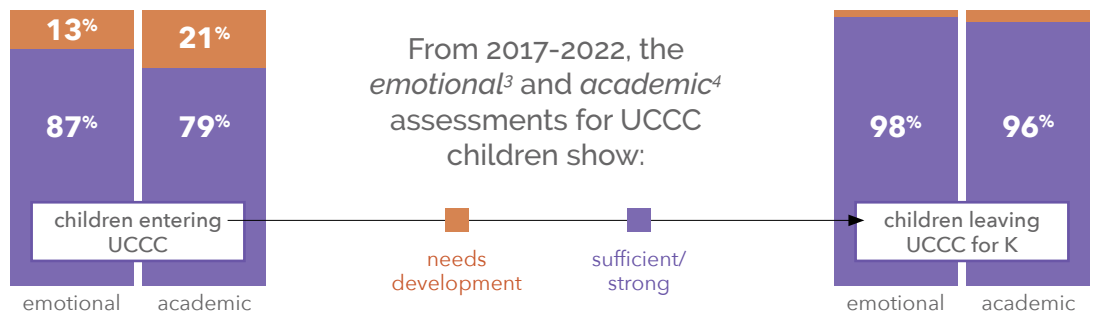


PROGRESS: IMPROVED LEARNING ENVIRONMENT

LUME's multi-year research partnership with the University of Missouri St. Louis yielded data from University City Children's Center (UCCC) where LUME principles are in daily demonstration. An independent observer assessed UCCC's classroom environment using the CHILD² tool (from Yale University's Child Study Center). CHILD data indicate the environment's potential to foster emotional/ social development:



PROGRESS: EMOTIONAL DEVELOPMENT & LEARNING OUTCOMES



¹ Reflects statistically-significant findings from participants who provided both pre and post learning data

² Climate of Healthy Interactions for Learning and Development (Gilliam & Reyes, 2017)

³ DECA -attachment, initiative, self-regulation ⁴ DIAL/ASQ -language, concepts, motor development