**Jake**

Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean and he is well fed. But she doesn’t know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

Jake’s dad has had a difficult time finding work lately. The family has moved frequently as Jake’s father has searched for work. Jake has spent time at home with his mother. Jake’s father has recently found a new position that will, hopefully, allow the family a bit more financial stability. Based on concerns from Jake’s grandparents, he was recently evaluated and now has an IEP to support his fine motor and social-emotional development. In addition, Jake has just started attending a PreK program and his therapy services will be delivered in the classroom.

At school, the things Jake plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn’t seem to be able to explain how he feels or why he’s unhappy. His teachers report that he doesn’t have any friends yet and hasn’t mastered the concepts of sharing or turn taking.

**Reflection Questions on Guiding Principles**

In pairs, reflect on Jake’s story and the Guiding Principles,

How do I in my role apply these Principles through policy and systems building work to support the inclusion of Jake and his family?

What are 2 examples of how we as a SAC can use these Principles to guide our policy and systems work?

How can the Principles inform how the SAC approaches solutions to child care capacity and impact of ACES?