

Toddler: Positive Climate**Title: Smiles and Warm Relationships with Mirror Book**

In this toddler classroom, the teacher supports positive relationships as children show an interest in the mirror book.

Relationships

- In this classroom, there are many indications that the teachers and children share positive relationships. The teacher with a mirror book is in physical proximity to two children, Amelia on the rug and Gavin sitting in the her lap.
- The teacher asks follow-up questions, expressing her genuine interest in the children and the conversation, such as “Who is me?” and “Mama, your name is mama?” The teacher comments on Amelie’s role-playing of the frog biting her finger and tells the frog, “Oh no, don’t bite. It’s not nice to bite.”
- There is a match between the teacher’s and Amelia’s positive affect—smiling, excited tone of voice, and enthusiasm.
- The teacher encourages peer awareness, “Who is that in the mirror?” and Amelia shows peer awareness by responding excitedly, “That is Gavin.”

Positive Affect

- The teacher and Amelia smile many times together as they read the book.
- The teacher is verbally affectionate, saying, “I like how you smile.”

Respect

- By orienting her body toward the children, using a warm and calm voice, and establishing eye contact as she interacts with them, the teacher consistently demonstrates respect.

There is evidence in the reciprocal interactions between the teacher and children that make the classroom feel like a warm and pleasant place to be, and they enjoy being together.