

Mr. Frog?

Video Scoring Codes and Justification Statements

Relational Climate

Code = 6

Relational Behaviors

- The teacher consistently demonstrates positive relationships with the infants by being physically close, providing affection, and joining in play with the infants. She sits on the floor with the infants, singing songs (“Happy and You Know It,” “Patty Cake,” “Good Morning”), assisting the infants with stretching their legs, sitting up, exploring materials (colorful rings, rattle), and playing peek-a-boo.
- The teacher holds the infants in her lap, turns them to face her while talking to them, and makes eye contact often. The infants receive tickles, hugs, and kisses from Mr. Max, the puppet, throughout their interactions.
- At the beginning of the video, the teacher demonstrates fewer relational behaviors with Jeremiah, who sits in his swing, while she interacts with Riley.

Emotion Expression

- The teacher and infants exhibit consistent displays of positive emotion expression (the lead teacher smiles as she hugs, tickles, and kisses the infants with Mr. Max; there is matched affect between Riley and the teacher while they blow spit bubbles and when the teacher sings songs). Although the teacher smiles and laughs when interacting with Jeremiah, he often displays a flat affect.
- The teacher often uses an enthusiastic tone when talking or playing with the infants (“Oh, look different colors,” “Let me see you smile. Can I see you smile? Give me a smile, Riley. Say peek-a-boo, peek-a-boo. I see you,” “Jeremiah, Jeremiah, can you reach for it?”).
- The infants generally appear happy and content with brief moments of crying.

Respect for Infants’ State

- The teacher’s voice is consistently warm and calm, and the teacher frequently calls the infants by their names (“Give me a smile, Riley,” “I’m gonna get you, Riley,” “Oh, Jeremiah, your sock came off,” “You did it, Jeremiah!”). On one occasion when an infant sneezes, the teacher responds to the infant using respectful words, “Oh, bless you. God bless you.”
- The teacher uses a gentle approach when interacting with the infants and regularly prepares them for what she is about to do prior to doing it (“I’m gonna pick you up and take you over here where the other toys at. I’m bring you over here. And I’m take your bib off. And I’m gonna go get Jeremiah,” “All right. I am gonna lay you on your back, Riley,” “I’m gonna pick you up,” “Okay, I’m lay you down.”). On a few occasions, the teacher acts on the infants without verbally preparing them for what is about to happen (when the teacher gets Jeremiah out of the swing and as she picks up Riley to give her attention).

Lack of Adult Negativity

- There is a clear absence of negativity, irritation, frustration, and roughness on the part of the teacher.

Overall, there is strong evidence of relational behaviors, emotion, expression, and respect for infant’s state, and a lack of adult negativity indicating a score in the high range for Relational Climate. Brief instances of less effective evidence of relational behaviors and emotion expression (with one infant) and respect result in a score at the lower end of the high range, at a 6.

Teacher Sensitivity

Code = 6

Awareness and Cue Detection

- The teacher demonstrates consistent awareness of the two infants in the classroom. She positions herself on the floor, so she can see both infants at all times. For example, at the beginning of the video, the teacher orients her body so she can play with Riley, while

monitoring Jeremiah in the swing, and again, when the infants are both on the mat, she sits facing them.

- The teacher physically attends to the infants by picking them up, holding them, or positioning them (i.e., during tummy time, stretching of their legs, assisting an infant who rolls over). She notices almost every time the infants send signals for help or attention (“I’ll be right back, Riley,” “All right, do you want some attention? Come see, let me give you some.” Riley makes grunting noises or whimpers while moving her arms and legs and the teacher interprets these cues as sleepy cues. She also notices when an infant gets a bracelet stuck on her arm and is able to respond effectively [see responsiveness indicator]), as well as those who do not (i.e., when an infant’s sock falls off; when Jeremiah tries to roll over, she comments, “You trying to roll over, Jeremiah? Are you trying to roll over?” and acknowledges the infants while they play, “What are you doing? Are you playing with the teething ring, huh?”). The teacher acknowledges both infants, often alternating her attention between the two of them.

Responsiveness

- The teacher consistently responds to the infants’ cues in a timely manner. For example, the teacher acknowledges Riley’s cries as soon as she leaves her to pick up Jeremiah (“What’s the matter? Huh? It’s okay. I’ll be right back after I get Jeremiah, so you will have someone to play with, okay?”) and when an infant sends cues she may be sleepy, the teacher acknowledges the infant’s state (“Are you sleepy, Riley?” “Are you being fussy because you’re are sleepy Riley, huh?”) The teacher is aware when Jeremiah’s sock falls off and quickly puts the sock back on saying, “Let me put your sock back on. You don’t want to get sick.”
- The teacher adjusts her responses to meet the needs of each infant, responding in a soothing, understanding, and individualized way. When an infant’s bracelet gets stuck on her arm, the teacher assists the infant with removing the bracelet (“Now, you got it stuck on your arm. You gotta keep it in your hands.”) and when an infant coughs, the teacher says, “You’re coughing? You okay?” The teacher successfully calms Riley by distracting her with the Mr. Frog puppet (“Let me see you smile. Can I see you smile? Give me a smile.”). After the infant appears calm, the teacher asks Riley, “You feel better now? Do you feel better now?” and the infant is calm.

Infant Comfort

- The infants often appear content and comfortable interacting with the teacher on the floor, while being held and in the teacher’s lap. For example, when the teacher briefly leaves Riley to get Jeremiah out of the swing, Riley begins to cry, and the teacher immediately comforts her saying, “What’s the matter, huh? It’s okay, I’ll be right back. I’m fixin’ to go get Jeremiah so you can have someone to play with, okay? I’ll be right back, Riley.” The infant is soothed by the teacher’s presence and voice. On another occasion, when Riley begins whimpering the teacher says, “Let me see you smile.” She brings out the Mr. Frog puppet and Riley is immediately comforted.
- One of the infants, Riley, frequently seeks out the teacher with her gaze, scanning the room and visually tracking her (for example, when the teacher leaves the mat area to pick up Jeremiah and when the teacher introduces new toys or holds her to engage in conversation). The second infant, Jeremiah turns his gaze to the teacher on fewer occasions. For example, Jeremiah turns his gaze to the teacher when she talks to Riley with the Mr. Frog puppet but turns away from the teacher when she shakes the rattle or holds him to talk.

Overall, there is strong evidence of effective responsiveness, infant comfort and awareness, indicating a score in the high range for Teacher Sensitivity. Brief instances of less effective evidence of awareness, responsiveness and child comfort with one infant, results in a score at the lower end of the high range, at a 6.

Involvement

- The teacher spends most of her time actively involved with the infants, initiating and joining in activities. She initiates play with several toys (“Here, you wanna hold it?” She shakes a rattle over Jeremiah’s head for him to observe, “Listen for it, Jeremiah. Listen for it.” With Mr. Frog puppet, she says to Riley, “Give me a smile, Riley. Say peek-a-boo,” and tickles her with the puppet. “Say hello!”).
- The teacher looks for meaningful ways to support the infants’ engagement and development. She encourages the infants to stretch their legs, sit/stand up, and roll over. She sings songs (“If You’re Happy and You Know It,” “Patty Cake,” and “Good Morning”) and joins in the infants’ experiences by talking with them (“What are you doing today?” “You trying to get this?” “Tell me what happened yesterday. Can you tell me what happened yesterday?” “You gonna chew on the ball? The blue and yellow ball?” “Got the triangle in your mouth?”).

Infant Focused

- The teacher generally gives the infants the freedom to explore the toys near them, and she looks to the infants to follow their interests or lead on some occasions. For example, the lead teacher provides Riley with a variety of toys to play with on the mat, mostly within her reach; however, she limits the other infant with a single toy at a time. When Riley expresses interest in a yellow tube toy, the teacher puts it closer to Riley and says, “You trying to get this? Want me to bring it closer to you?” She follows Jeremiah’s lead when he wants to rollover and makes comments, “You trying to roll over? Are you trying to rollover?”
- On some occasions, the teacher is overstimulating or controlling when interacting with the infants. When the teacher uses the frog puppet to engage the infants, she puts the puppet in the infants’ faces repeatedly without pausing to see the infants’ reaction, or when the infants’ reach for the puppet, the teacher pulls the puppet away, restricting their access to the puppet. The teacher also shakes toy rattles in the infants’ faces several times without pausing, despite the infants turning away, indicating they may be uninterested in the activity.

Expansion of Infants’ Experience

- The teacher frequently expands the infants’ involvement in activities using encouraging words with varying intonation. For example, the teacher encourages the infants to participate in reaching for toys (“Can you reach for it? Reach for it!” “Look for it! Reach for it!” “Here. Gonna hold it? Good job, Jeremiah.”) to participate in rolling over (“Trying to roll over? Roll over. Roll over!”) and standing up (“Stand up, stand up, stand up.”).
- The teacher often expands the infants’ experience by adjusting their position (putting infants on the mat for tummy time, re-positioning Jeremiah once he rolls over to be close to her and picking up the infants so they can engage with her one-on-one in her lap) and through the introduction of the Mr. Max puppet and singing of songs.

Effective involvement and expansion, balanced with lower levels of infant-focused interactions, result in a score at the upper end of the mid range, at a 5, for Facilitated Exploration.

Teacher Talk

- There is consistent evidence of teacher talk in this classroom. The teacher narrates her own actions and the infants’ actions during classroom activities and routines (“I’m gonna take your bib off.” “I’m gonna take you over here to play with Riley.” “You rolled over.” “I’m going to lay you down.” “You’re coughing.” “You’re pulling my arm.” “You’re sticking your tongue out.” “You’ve got the triangle in your mouth.”).
- The teacher labels objects (bib, circle, ring, ball, bear, hat) and often uses descriptive and variable words in complete sentences (“You got orange and red balls in it.” “Got a green circle. You got a blue ring. You got a red ring and you have an orange and yellow ring.”)

This one is green and this one is blue. This is yellow dot; this is a blue.” “The blue and yellow ball.” “You got a teddy bear on your shirt with a hard hat on it.” “Are you playing with the teething ring, huh?”).

Communication Support

- The teacher often initiates sounds with infants to encourage them to verbalize (“Say good morning! Say if you’re happy and you know it clap your hands.” “Did you say yeah?” “Can you say b-b-b [raspberry sound]?” “Say b-b-b-b.” “Tell Mr. Frog. Say peek-a-boo. Tell him to say peek-a-boo. Peek-a-boo.”) but she rarely imitates the infants’ sounds.
- The teacher attempts to involve infants in some language exchanges by speaking directly to them or responding to them (“You feel better now? Do you feel better now, Riley?” “What’s the matter?” “Is it better?” “You tryin’ to roll over, Jeremiah?”).

Communication Extension

- The teacher frequently extends infants’ communication attempts by adding words to actions and sounds and engaging in back-and-forth communication, encouraging turn taking. The teacher often pauses for the infants to respond (“Did you say yeah, Riley?” “Huh, what is that?” “What are you trying to say Jeremiah? Use those words. Let it out. Whatcha talking about, Jeremiah? Huh, Jeremiah? Tell me about it.” “Tell me what happened yesterday. Can you tell me what happened yesterday?” [infant lays her head down on the mat] teacher says, “Are you sleepy, Riley?” Yeah? Sounds like you said, yeah.” [infant makes raspberry sounds] “Are you blowing spit bubbles? Can you blow spit bubbles? Can you do it?” and when an infant begins to cry on the mat the teacher says, “All right, you want some attention? I will give you some.” “Are you being fussy because you’re sleepy, Riley, huh? Are you jealous?”).
- On a few occasions, the teacher does not respond to an infant’s communication attempt or she responds with a brief “Yeah!” and no extension is observed.

The video contains mixed evidence of communication support and communication extension, along with stronger evidence of teacher talk, resulting in a score at the upper end of the mid range at a 5, for Early Language Support.