



Infant: Relational Climate

Title: Relational Behaviors and Respect during Morning Greetings

The teachers in this classroom are on the floor with the infants, consistently demonstrating enthusiasm and respect through warm, supportive relationships.

Relational Behaviors

- The teachers maintain physical proximity to the infants by sitting next to them on their level or holding them. The teachers also maintain eye contact or direct their gaze towards the infants as they talk with them.
- The teachers demonstrate both verbal (“I love your bow!” “I love it!” “Good morning, sweet boy!”) and physical affection (e.g., rubbing the infant’s stomach or leg, hugging them, and maintaining physical closeness by holding them).

Emotion Expression

- The teachers often smile and maintain an enthusiastic tone of voice when speaking to the infants (i.e., “Isaac, how are you this morning?” “I love it!” “Yes, you would like Ms. Debbie to hand you the drum? I don’t mind,” “Well, come on, Ryan. You can come join us. Come on,” “I like the way y’all share.”).

Respect for Infants’ State

- The teachers use warm, calm voices when speaking to the infants and frequently use the children’s names when talking to them (“Good morning, MaKael,” “Miss Rhyan had on a white bow yesterday, Ryan,” “Luke, Miss Rhyan wants you to share your drums with her,” “My friend, Isaac, doesn’t mind me picking you up.”).
- The teachers use a gentle approach when interacting with the infants and verbally communicate their intentions before moving or holding the infants. For example, “You want me to help you up? Okay;” “Is it okay if I pick you up? Isaac, is it okay if I pick my friend up and let him look out the window?” “Is it okay if I put you down so you can play with your friends?” “Can I sit you up, please?”
- The teachers often use language that communicates respect, such as “please” and “thank you.”

Lack of Adult Negativity

- The teachers show no evidence of negativity, irritation, frustration, or roughness with the children. When the teachers talk to one another their exchanges are informative and positive (“Ms. Debbie, I think Mr. Ryan wants to come stay with you,” “We have both of our R-i-a-n-s in the classroom this morning, Ms. Shonda.”).

In this classroom, the teachers provide strong Relational Climate by sharing in the infants’ experiences, by being close to them and providing them with continuous affection. The teachers demonstrate many forms of respect—calm, warm, enthusiastic voices, communicating intentions before acting on the children, and using respectful language.