



Infant: Relational Climate

Title: Relational Behaviors While Playing with Toy Horse

In this classroom, the teacher and infants clearly enjoy being with one another while they play with a toy horse.

Relational Behaviors

- The teacher demonstrates positive relationships with the infants as she sits in close proximity to all five infants while playing with various materials on the floor. At the beginning of the video, the teacher moves one infant closer to her so she can be sure to interact with all infants (“Let’s push her over here. We’re gonna push Lila over here.”).
- The teacher maintains eye contact with the infants as she interacts with them. She leans in towards each infant as she uses a toy horse to play “Giddy Up” with them.
- The teacher joins in activities and remains involved with the infants. She introduces new materials (e.g., teether, book, horse) and provides information about the toys (“What is that? Is that a pineapple? And some grapes? And a strawberry?” “What is that? Oh, it shakes. It shakes. Shake, shake, shake,” and “What color is the horse? We have brown and red. Does he have a monkey on him? He has a monkey on him!”).
- The teacher provides physical contact (i.e., touching children softly with toy horse) and affection (i.e., holding and hugging Millie).

Emotion Expression

- The teacher and infants appear happy and enthusiastic. The teacher frequently smiles and demonstrates her playfulness by using an excited tone of voice (“You want that, Lila?” and “You like that horsey, Emmett?”), raises her eyebrows, and opens her eyes widely while she uses the toy horse to play “Giddy Up” and engage with the infants (teether).
- The infants appear to enjoy their interactions with the teacher as they smile and/or laugh at the teacher in response to her playing with them. For instance, Emmett giggles and smiles as the teacher tickles him with the toy horse.

Respect for Infants’ State

- The teacher consistently demonstrates respect for the children by speaking in a warm, calm voice during their interactions.
- The teacher uses a gentle approach when interacting with infants (i.e., placing a gentle hand on an infant’s back to prevent the infant from falling backwards and gently touching the children with the toy horse). As the teacher moves Lila’s activity chair closer to her, she verbally prepares her for what she is about to do. She says, “Let’s push her over here. Yeah, we’re gonna push Lila over here.”
- The teacher regularly uses the infants’ names when interacting with them (Lila, Millie, Abbie, Emmett, Abby).

Lack of Adult Negativity

- The teacher shows no evidence of negativity, irritation, frustration, or roughness with the children.

In this video, there is strong evidence of positive relationships between the teacher and the infants. The teacher is on the floor playing with the infants, smiling, and exhibiting enthusiasm, and this excitement is shared by the infants. The teacher's calm, gentle, respectful approach coupled with a clear absence of negativity and roughness with the infants indicates a classroom with effective relational climate.