



## **Infant: Teacher Sensitivity**

### **Title: Awareness of Multiple Infants**

In this classroom, the teachers remain both aware and responsive to the infants' cues, attending to their bids for attention, as well as when they are not making bids for attention. The teachers provide immediate comfort to two crying infants.

#### **Awareness and Cue Detection**

- The lead teacher physically orients her body towards the infants and positions herself where she can see the majority of the infants in the room. She visually scans the room and looks over her shoulder.
- The lead teacher acknowledges infants, like Ryan and MaKael, who make bids for attention (“Would you like me to help you up, so you can sit in the big blue chair?” “MaKael, are you okay?”) as well as those who do not (“Luke, I see you playing with the drum.” “You see your reflection, Mr. Ryan?”).
- Although there are less interactions with the second teacher, she demonstrates awareness of two infants in the room. Before walking away from Luke, she puts her hands on Luke’s shoulders and says, “I’ve gotta get our friend, Isaac.” While she puts Isaac in a swing, she tells Luke, “I hear you playing those drums.”

#### **Responsiveness**

- The teachers consistently respond to the infants’ needs in a timely manner. As soon as MaKael and Isaac cry for assistance, the teachers respond verbally (“Are you okay?”) and/or physically (picking up Isaac from the crib). When Ryan indicates he wants to stand on the big blue chair, the teacher responds quickly and physically assists him (“Are you gonna stand up in the big blue chair? Want me to help you?”).
- The lead teacher follows up with her initial response to MaKael’s cry by asking her if she is okay and rubbing her back. As MaKael shows interest in Luke the teacher says, “You see Mr. Luke playing with those drums, MaKael?”

#### **Infant Comfort**

- The infants appear comfortable with both teachers, and there is little-to-no infant distress.
- The lead teacher confirms that Isaac is comfortable resting in his crib. In a soothing tone, the teacher says to Ryan, “We’re gonna leave you down for about five more minutes, and we’ll get you up, okay? Yeah.” She waits for Isaac to respond and when he remains calm and content, she walks away from his crib acknowledging his level of comfort (“Isaac is okay.”).
- When MaKael cries for a brief moment on the rug, the lead teacher picks her up, and the child is quickly comforted by the teacher. Also, when Isaac makes a brief cry in his crib the second teacher gets up from the rug and picks him up swiftly.

The teachers in this classroom are aware of each infants’ needs and respond to the infants’ verbal and non-verbal cues for attention. They respond promptly to the infants’ needs and comfort them, which allows the infants to freely participate in play and exploration.