



Infant: Teacher Sensitivity

Title: Monitoring Infants during Floor Time Play

In this classroom, the lead teacher is aware and responsive to the infants' verbal and nonverbal cues, and the infants appear comfortable and content.

Awareness and Cue Detection

- The lead teacher is consistently aware of the infants sitting around her. She physically attends to the infants by orientating herself toward them, and, though she may direct her attention to one infant at a time, she continues monitoring the other infants by turning her head or visually scanning the room.
- The lead teacher notices the infants' cues and bids for attention, such as when Abby knocks over her toy piano ("You having trouble, Abby? You knocked it down, huh?") and when Lila cries out while lying on her belly ("Whatcha doing, Lila? Whatcha think?").
- Although the second teacher is only present for a short moment in the video, she attends to Abby, who falls down and cries. First, the lead teacher scoots towards Abby and acknowledges her, "Uh oh, Abby." She asks the other teacher, "You got her," and she responds, "Yes," and picks up Abby. Abby then stops crying.
- The lead teacher verbally acknowledges those infants who do not make bids for attention ("Where you going, Abbie? You moving around?" "Camilla, you talking to Emmett?" "How does the lion go, Emmett?" "How does the bee go?").

Responsiveness

- The lead teacher consistently responds in a timely manner to the cues of the infants and adjusts her actions based on their needs. For example, when Lila cries, she asks her, "What's the matter?" and tries to distract her by shaking a rattle, "Look, look. What is that?"
- The lead teacher adjusts her actions based on the individual needs of the infants. She checks in with several infants to adjust their position or introduces new toys. For example, the lead teacher notices when an infant no longer needs a pillow for support and would rather move around on the rug ("You moving around? Let's move the pillow if you're done with the pillow."). She introduces a lion puppet at one point and then later asks Lila if she would like to sit in her seat ("You wanna go sit in your seat? Wanna sit in your seat?").

Infant Comfort

- The infants appear content and comfortable with the lead teacher. The infants play on the rug around the lead teacher, Emmett allows her to tickle him, and Lila smiles when the teacher puts her in her seat. When Lila cries, she is quickly comforted by the teacher, who speaks to her in a calming and soothing manner.

The lead teacher in this classroom is aware of all infants in the classroom as she remains close to them, responding to their verbal and non-verbal cues for attention and comforting them when needed. The second teacher, seen briefly, promptly responds to the infant crying. The collective awareness, responsiveness, and timeliness of the teachers is key to creating a secure base for the infants, so they feel content and comfortable interacting with their teachers and exploring their environment.