



## **Labeling Toys**

### Video Scoring Codes and Justification Statements

#### **Relational Climate**

**Code = 5**

#### **Relational Behaviors**

- The teachers frequently display relational behaviors with the infants by being in close physical proximity and sharing attention. The teachers sit on the floor at the infants' level as they play peek-a-boo with scarves, sing "Wheels on the Bus," and play with various toys (stacking rings, balls, stuffed toys, blocks). Near the end of the video, the lead teacher, Ms. Karly, sits in a gliding rocker holding an infant as he takes a bottle, while still talking to the other two infants. The second teacher, Ms. Peggy, remains in close proximity to the two infants, assisting one infant with putting on his shoes and joining in play (colored balls) with the other infant.
- Throughout the various activities, the teachers regularly look at the infants, establish eye contact and engage in joint attention. For example, during peek-a-boo, teacher two makes eye contact with the infants and makes comments as she covers and uncovers the infants' heads and her head with the scarf. She says, "Where is Micah? Where is Micah? There you are. Peek-a-boo! Peek-a-boo!" "Where is Asher? Where'd he go, Micah? There you are."
- On some occasions the teachers provide affection and physical contact such as holding infants in their lap or arms. The lead teacher provides most of the affection or physical contact. For example, an infant approaches Ms. Karly for a hug; she returns a hug and rubs the infant's back. Another child approaches for hugs, and they share physical touch. Ms. Karly suggests the infants share affection with Ms. Peggy ("Y'all give Ms. Peggy hugs."), but the infants do not share affection with her. On a separate occasion, during bottle feeding, Ms. Karly rubs an infant's leg, providing physical affection and comforts one infant on the floor with verbal affection, "You such a happy baby," and "You a happy, big boy."

#### **Emotion Expression**

- The teachers smile and laugh frequently, and the children generally appear happy; however, at times there is a mismatch between the teachers' and infants' affect. For example, during the scarf play, the teachers laugh, smile, clap, and they show excitement and enthusiasm ("Where's Ms. Peggy? Where'd I go?" "We found Ms. Peggy, Anthony!" "There you are! Yay!" "Good job finding your friends," "Yay!") Some of the infants share in the excitement, smiling and laughing, but others do not. When the teachers sing the "Wheels on the Bus" song, the teachers encourage the infants to clap and participate; however, most of the infants fail to join them, and the infants watch the teachers with flat affects.
- Some infants become weepy or cry briefly when they are pulled on by other infants or when they become tired or hungry; however, these instances are brief, and the infants are quickly comforted by the teachers.

#### **Respect for Infants' State**

- The teachers speak to the infants using a warm, calm voice most of the time; however, the lead teacher on several occasions uses an abrupt tone when correcting the infants, who are roughly handling one another (see Lack of Adult Negativity).
- The teachers consistently call the infants by name ("Hey, look at the ducks, Anthony," "Look, Micah. You're on the bottle," "Where we going, Asher?") and the lead teacher uses

respectful language on two occasions (“Awe, thank you, Anthony, for my hug. Thank y’all for my hugs.”).

- The teachers rarely communicate their intentions by verbally preparing the infants before they physically move or act on them. The lead teacher communicates to Anthony she is about to feed him as she puts the bottle near his mouth (“I’m sorry, can Ms. Karly feed you your bottle? I’m sorry, I should have asked before I just did it. I’m sorry.”). As the second teacher tries to put on Micah’s shoe, Ms. Karly says, “Can Ms. Peggy put your shoe back on?” and when Ms. Peggy tries to put on the other shoe she says, “Let me put the other shoe on.” Both of the teachers take items from the infant’s hands/mouth (“We can’t bite him,” “We can’t eat the leg,” “No, Asher, no.”) abruptly.

### **Lack of Adult Negativity**

- Overall, the teachers are positive when interacting with the infants, but on a few occasions, the lead teacher does raise her voice and uses a firm tone to correct infant misbehavior (“Micah, be gentle,” “Gentle. Gentle, Asher, gentle,” “Gentle, gentle, gentle. Be nice to our friends. Gentle, Micah, gentle,” “No sir, no sir.”). These interactions are brief, and the teacher quickly returns to more positive interactions.

*Less effective and more effective interactions in emotion expression, respect for infants’ state and lack of adult negativity establishes a score for Relational Climate in the mid-range. More consistent evidence for relational behaviors results in a score at the upper end of the mid-range, at a 5.*

## **Teacher Sensitivity**

Code = 5

### **Awareness and Cue Detection**

- The teachers demonstrate consistent awareness of the three infants by positioning themselves and orienting their bodies so they can see the infants. For example, when an infant crawls behind the lead teacher’s back she adjust her position and says, “He’s going behind me. Have to switch around.” While feeding an infant a bottle, the lead teacher sits in the glider rocker where she can see the other two infants, and the assistant teacher continually adjusts her position based on the infants’ movements.
- The teachers frequently acknowledge the infants in the room by verbally addressing the infants, who send signals for attention (“Oh, you want to do it again? Would you like to do it, Micah?” “Wanna play with the scarf again?” “I think Anthony wants to play, too. Let him have a turn.”) and as well as those who do not (“You knocked the rings over,” “What do you have, Asher?” “You going after the ball?” “What are you doing?”).
- The teachers notice when one infant crawls away from the group (“Where are we going, Asher?”), when infants are too rough with one another (“Gentle. We be nice to our friends.”), and when an infant picks up stray crumbs off of the floor (“I just swept up this floor, yeah.”).

### **Responsiveness**

- The teachers frequently respond to the infants’ emotions or needs in a timely manner and shift their response styles to meet the individual needs of each infant. For example, when an infant begins to cry as another infant pulls on him, the teachers quickly separate the infants and remind them of the expectations (“Gentle”). When infants rub their eyes, the teachers acknowledge their sleepiness (“Asher, are you getting sleepy?” “Looks like you are getting sleepy. Are we getting sleepy? We’re getting sleepy. Awe, we’re getting sleepy. Are you ready for your nap?”) and when a crying infant crawls toward the lead teacher, who is washing her hands, the teacher acknowledges the infant, “Ms. Carley’s coming. Let me wash my hands.”
- Although the teachers respond to the infants’ emotions or needs, they rarely validate the infants’ emotional expression; rather, they state their interpretation of the emotion (“I don’t think he likes that game,” “He’s not feeling the pig right now,” “Happy faces; happy faces.”).

### **Infant Comfort**

- The infants appear generally content in the classroom, interacting with both teachers. They sit in the teachers' laps/arms or near the teachers on the floor. The infants mostly seek out the lead teacher, Ms. Carly, for comfort or reassurance. For example, two infants give her a hug, and she suggests they share hugs with the second teacher ("Ya'll give Ms. Peggy hugs?"), but they do not. The second teacher encourages infants to join her ("Come on, come on, come on," "Come on, Micah. Come on, Anthony."), and only one of the infants joins her, sitting in her lap. The other infants ignore her; one infant continues to cry and crawl toward the lead teacher; and the other infant crawls to another area of the room.

*Overall, there is consistent and effective evidence of awareness and cue detection, with less effective responsiveness and infant comfort establishing in a score at upper end of the mid-range, at a 5.*

## **Facilitated Exploration**

Code = 4

### **Involvement**

- In this classroom, the teachers spend most of their time actively involved with the infants, initiating and joining in interactions with the infants. They consistently look for meaningful ways to support infant engagement and development during play or routines. For example, the teachers initiate a game of peek-a-boo ("Where's Ms. Peggy? Where'd I go?" "There I am," "Where is Asher?"), sing "The Wheels on the Bus" song with hand gestures, and regularly talk with the infants about the toys in the room ("What do you have, Asher?" "What do you have? The rings?" "We're flying the butterfly?" "Look at the frog. 'Ribbit, ribbit.'" "Hey, look at the ducks," "Can you roll it on the floor?" "Look, Elmo.").
- The lead teacher briefly mirrors an infant's actions (when a child flies the butterfly toy in the air, she imitates him), but this not characteristic of the majority of the teachers' interactions with the infants.

### **Infant Focused**

- The teachers occasionally look to the infants to follow their interests, provide structure, and support their exploration. The teachers follow the infants' gaze or actions during play commenting ("I think Anthony wants to play, too." "Oh, you wanna do it again?" "What do you want to do? You wanna play the scarf again?" "Would you like me to roll the bottle?" "You wanna pull them off (rings)?") and provide structure ("There you go, Ernie." [turns toy toward infant] "Look at the pig. What does the pig say, Micah?").
- At other times, the teachers overstimulate and control the infants' actions. For example, the second teacher takes the elephant toy from Asher when he mouths it ("What do you have, Asher? The blue elephant? We can't bite him," "Wait, we don't put it in our mouth.") rather than providing him something to chew on or put in his mouth. She overstimulates Asher by shaking the elephant in his face and often places it out of his reach ("Look at the rings... Can you catch it? Ms. Peggy has the blue elephant.... Reach for it.") even after the infant expresses he wants to hold it. On a separate occasion, she is overstimulating with the pig puppet ("What does the pig say, Micah?" [Micah turns away from her.] "Okay, I think he's kinda scared.") and she stops trying to engage him with the pig.
- Although the teachers initially ask the infants if they want to sing the "Wheels on the Bus" song, they persist in singing the song despite the infants' lack of participation or interest.

### **Expansion of Infants' Experience**

- The teachers sometimes expand infants' involvement through verbal encouragement or gestures. They encourage all three infants to walk or crawl to them ([Gestures with hands.] "Come on."). During play, the lead teacher encourages an infant to find Ms. Peggy ("Find her, Micah. Find her.") and the second teacher encourages an infant to continue reaching for a toy ("Reach for it! Yay!").

- On a few occasions, the lead teacher gives praise to the infants based on their actions (“Good job drinking your milk,” and “You’re standing up good today!”).
- The teachers frequently adjust the infants’ experiences to support continued involvement or expand development by introducing new materials, games, or song when they notice the infants are no longer engaged or interested (“You wanna roll the ducks?” “Where’s the blocks?” “Asher, look at the ball. Come see the ball. Blue ball, yellow ball,” “Want to give him a hug? Want to hug the pig?” “Say hi! Say hi to the elephant,” “You see all the animals? You see all the characters?”).
- The teachers expand the infants’ involvement by encouraging some peer interactions (“Where is Anthony?” “Good job finding your friends.” “Say hi! Say hi to Anthony.”).

*This video contains strong evidence of involvement mixed with less effective and more effective interactions across infant focus and expansion of infants’ experience, resulting in a mid-range score of a 4.*

## Early Language Support

Code = 4

### **Teacher Talk**

- The teachers frequently expose the infants to language by talking to the infants in complete and varied sentences (“Where did I go?” “What do you have, Asher? The blue elephant?” “What are you playing with now, Micah? What is that? What do you have? The rings?” “You wanna play with the worm? Yellow, blue. Look at the different colors.”); however, they also use directive words or phrases to prohibit behaviors (“Wait,” “Gentle, gentle,” “No sir, no sir,” “Gimme, gimme.” “We can’t bite him,” “Don’t put it in your mouth.”).
- The teachers often describe classroom events or the infants’ actions (“We found Ms. Peggy,” “Asher found his bottle,” “Micah, you have the Minnie Mouse,” “Asher has a butterfly,” “You knocked the rings over,” “He’s dropping the ball,” “He’s going behind me.”) On a rare occasion, the second teacher uses self-talk to describe what she sees (“I see the blue blocks over there.”).
- They label many objects in the classroom (Spiderman, Ernie, Elmo, head, choo-choo train, football, Cookie Monster, frog, Mickey Mouse) and use some descriptive words, primarily color words, to describe these objects (“Green, orange, yellow,” “It [bracelet] has green and yellow and purple. Blue, pink, yellow, purple,” “The blue, the green, the yellow, and the orange [rings].”)

### **Communication Support**

- The teachers occasionally initiate (“Say hi! Say hi to the elephant,” “Say hi to Anthony,” “Asher, say my turn,” “Hey, hey, hey, hey.”) or imitate sounds or words with some of the infants (one infant says, “Ah, ah, ah,” and the lead teacher says, “Ah, ah, ah, ah”) but there are times when the infants’ sounds are not repeated.

### **Communication Extension**

- At times, the teachers acknowledge infants’ sounds or gestures as communication attempts, but at other times do not add language to those attempts or simply respond with, “yeah.” For example, when an infant squeals while playing, the lead teacher comments, “Such a happy baby. Happy, big boy.” Another infant laughs, and the lead teacher says, “That’s so funny?” A child yawns, and the teacher comments, “Looks like you are getting sleepy.” A child touches his head, and she says, “head.” The lead teacher models some turn-taking behaviors when she asks the infant about his milk (“Some good milk? Good boy. It’s good, huh? Good milk.”) and when she talks to an infant about playing hide-and-seek (“You playing hide-and-seek.” [Child laughs]. Teacher says, “That is so funny.”).
- The second teacher does encourage some infants to engage in back-and-forth exchanges with her, but she fails to provide wait time or a pause after her questions and often asks a follow-up question (“What do you want to do? [no pause] You wanna play with the scarf again?” “What do you have, Asher? [no pause] A blue elephant.”)

*Mixed evidence across all three indicators of Early Language Support indicates a score in the mid-range. While there is more consistent evidence of teacher talk, there is less effective evidence of communication support and extension, resulting in a score in the middle of the mid-range, at a 4.*