



That Hungry Caterpillar

Video Scoring Codes and Justification Statements

Relational Climate

Code = 5

Relational Behaviors

- The teacher inconsistently displays relational behaviors with infants by being physically close, providing affection, and joining in play with the infants. The teacher is physically close to some infants, leans in toward others, but remains seated in an adult-sized chair throughout most of her interactions. She is distant from some of the infants (for instance, one infant is in his crib and another is in her bouncer while she reads a book to the rest of the infants). Once most infants are on the rug for play time, the teacher continues to sit in her chair and does not join the infants on the floor at their level.
- The teacher makes occasional eye contact with the infants while reading a book about farm animals and when talking to some infants (“Can you do that? Moo-moo here, moo-moo there?” “E-I-E-I-O,” “Ready? Two. Do exercise,” “You have two bears on your shirt with hearts.”). However, this is not characteristic of her interactions with the majority of the infants or during most classroom activities.
- The teacher occasionally displays physical affection (for example, holding infants, rubbing an infant’s head after she pulls up on the teacher’s leg, touching an infant’s foot, and rubbing another infant on the head while playing with a cause-and-effect toy). However, these displays of affection are infrequent and occur with only some infants.
- At times the teacher engages in joint attention with the infants by sharing in their activities (book reading, train, caterpillar, Jack-in-the-Box, truck). For example, an infant points to a picture of a dog in the book she’s holding. The teacher looks at the dog, and says, “That’s a dog. ‘Woof woof.’” However, there is a constrained element to these interactions, and the teacher remains seated or standing over the infants.

Emotion Expression

- The teacher occasionally laughs and smiles when talking to the infants. For example, the teacher smiles and laughs with an infant while he is in his crib, and she does exercises with him, “Say, ‘peep-eye.’” On another occasion, there is a match between the teacher’s and infant’s affect when pointing to a picture of a dog and a cat in a book. However, there are times when her affect is flat or unmatched with the infants’.
- The teacher frequently uses an enthusiastic tone when speaking to the infants, while reading books and while playing with the Jack-in-the-Box toy. For example, when the infants get excited and anticipate when the Jack-in-the-Box will pop open, the teacher asks excitedly, “What’s he going to do, Vivian?” and “Whoa! What happened? What happened?”
- The general emotion in the classroom is positive, and there is little to no infant distress or crying. The infants are content playing on the floor with various toys, e.g., one infant sleeps in a swing, one infant plays in a crib for a period of time, and another sits in a seat while drinking her bottle.

Respect for Infants’ State

- The teacher consistently uses a warm and calm voice when speaking to the infants and regularly uses their names during interactions or to get their attention (“That’s a train, Elliott,” “Vivian, I’m gonna get your bottle, okay?” “Look here, Landry,” “Are we sleeping over here, Aria?”)
- The teacher occasionally uses words that communicate respect, such as “thank you.”
- The teacher often picks up infants or physically manipulates them without communicating intent. For example, the teacher says, “Sit down right there and hold Lilly,” as she sets a child on the ground. Later, she says, “Can I help you? Can I help you?” while pulling an infant towards her. In another example, she says “Here you go. Sit, sit,” as she situates an infant on the floor, sitting up with a book. The teacher also moves infants around in their cribs to conduct “exercises” without first giving them a verbal indication of what they are

about to do. However, there are few instances when the teacher verbally prepares the infants for what she is about to do (“Let me get her.” [Teacher puts infant down.] and “Wanna sit up?” [before she pulls infant to sitting up position]).

Lack of Adult Negativity

- There is a clear absence of negativity, irritation, frustration, and roughness on the part of the teacher.

This video contains mixed evidence of relational behaviors and respect, along with stronger evidence of emotion expression and a lack of adult negativity, resulting in a score at the upper end of the mid range for Relational Climate, at a 5.

Teacher Sensitivity

Code = 5

Awareness and Cue Detection

- The teacher sometimes shows awareness of the infants in the room by looking around and acknowledging them. For example, at the beginning of the video, the teacher physically orients herself so she can see the infants on the floor, one infant in the crib and another infant in the swing. As she reads a book, she purposefully directs her gaze to all infants, calling the infants by name (“Nighty night, Elliot. Nighty night, Aria.”) and talking to them (“Are you okay over there?” “What are you doing over there?” “Can you say, ‘Neigh?’”). She physically attends to some infants by picking them up and putting them in her lap briefly, and she notices some of the infants’ cues (for instance, an infant indicates that she wants to read the book the teacher is holding and an infant in the crib indicates he wants to stop exercising).
- At other times, the teacher fails to let the infants know where she is (teacher walks away from infants to heat a bottle without letting them know where she is going) and an infant waits for a long period of time before she responds to her needs (infant leans forward to get out of the bouncer, arching her back and her bottle turns upside down). When all but one infant play on the rug, the teacher turns her body towards the infants, but keeps her back toward the sleeping infant.

Responsiveness

- At times, the teacher responds to the infants’ cues in a timely manner (infant indicates she wants the book the teacher is holding, and the teacher asks the infant, “You wanna look at my book?” When the same child indicates she would like to stand up, the teacher assists her with standing. Elliott cries to be held, and the teacher says, “You want me to hold you?” and she picks him up. When he begins to cough, the teacher pats his back, “You okay? Are you okay?” The teacher notices the infant in the bouncer may be finished drinking her bottle and asks her, “You wanna hold Lilly, the frog? You through with this bottle?”).
- At other times, the infants’ needs are dismissed (an infant indicates she wants to hold a second book, and the teacher says, “Almost done, baby. I know,” “Here you go. You can have it. Sit, sit,” and the teacher has the infant sit down). Or the teacher is slow to respond (infant leans forward to get out of the bouncer and the teacher continues reading the book with a delayed response, “Can I help you? Can I help you?” pulling the seat closer to her chair and giving the bottle to the infant.).
- The teacher adjusts her responses to meet the needs of some infants, responding in soothing, understanding, and individualized ways. For example, when an infant makes noises indicating she is sleepy, the teacher says, “I know you’re getting sleepy. Are you getting sleepy? Watch the others play while I get your bottle warm.” The teacher distracts the infant by bouncing the infant on her leg and turning her to face the other infants while they play. On another occasion, the teacher successfully calms a crying infant by picking him up, putting him on her lap.

Infant Comfort

- The infants in this classroom appear content and comfortable with the teacher. The infants appear comfortable interacting with the teacher, sitting on her lap, crawling toward her,

engaging with various toys and when she moves the infants to change their position. For example, one infant crawls toward the teacher, as she is sitting in a chair, pulls up on the teacher's pant leg, and the teacher assists the infant with standing up. As the infants' names are called, the infants visually track the teacher and look in her direction.

- There is one brief instance of an infant crying, and the teacher resolves this quickly by talking to the infant ("You want me to hold you? Want me to hold you for a minute?") and picking him up and out of the crib. The teacher's efforts to soothe and calm the infant are effective, and they then engage in a game of identifying body parts.

Effective infant comfort, balanced with lower levels of awareness and responsiveness, result in a score at the upper end of the mid range, at a 5, for Teacher Sensitivity.

Facilitated Exploration

Code = 4

Involvement

- The teacher frequently engages with the infants to support their learning and development. She often initiates interactions (book reading, sitting and standing, and playing with various toys—frog puppet, train, mirror, ball, rain stick, Jack-in-the Box) while sitting in her chair or standing, and she sometimes joins in the experiences with the infants (for instance, an infant says, "Da Da," and the teacher says, "Dog, that's right. Dog. Dog." Another infant looks at the mirror toy, and the teacher says, "See the baby in the mirror?" Yet another infant squirms in her seat, and the teacher asks her, "Would you like to get out before you fall on your head?").
- The teacher talks to the infants throughout the video, asking specific questions/comments about the toys or activities the infants are engaged in. For example, "Oink, oink, oink. Can you say, 'Oink oink, oink?'" "You wanna hold Lilly, the frog?" "Wanna sit up?" "There's your ear. There's your nose," "Look at the rain stick," "Ball" [she shakes it], "Look at the baby in the mirror. You see the baby in the mirror?" "That's the hungry caterpillar. Would you like me to do that for you? Put him in the box. Ready? Watch him," "Can you make it go?" "Hey look at this [train]."
- Although the teacher spends time actively involved with the infants, she leaves the group to warm up bottles. Although these instances are brief, the infants play on the rug by themselves with little engagement from the teacher.

Infant Focused

- At times, the teacher looks to the infants follow their interests. For example, an infant expresses interest in a book that the teacher is reading, and the teacher says, "You want to look at my book?" She then hands the book over to the infant for her to explore. On another occasion, when a child is looking in the mirror, the teacher says, "See the baby in the mirror?" and turns the mirror so that the infant can see and touch it.
- At other times, the teacher is controlling or overstimulating in her interactions with the infants. For example, when the infants play with the Jack-in-the-Box, the teacher takes the box away from the infants to show them how it works, despite the infants trying to grab it from her as she takes it away. On other occasions, as the teacher gives an infant a book, she says in a controlling tone, "Sit, sit," and tells another infant, "Sit down right here and hold Lilly."

Expansion of Infants' Experience

- The teacher sometimes expands the infants' involvement in activities by encouraging behaviors. For example, the teacher encourages some infants to participate in reaching or interacting with toys ("You ready? You gonna watch him? What's he gonna do?" "Can you get it [truck]? Can you get it? Get it.... Good boy." When an infant flips over the mirror toy she says, "Good job!" and she encourages an infant to hold the frog puppet "Got her? Hold on tight.") although these interactions are infrequent and do not occur with the majority of the infants.
- The teacher sometimes expands the infants' experiences by adjusting the infants' position (puts Elliott on her lap to see other children, puts Vivian on her lap while waiting for the

bottle to be warmed or moves infants to other areas of the rug where the toys are located) or using an exciting and enthusiastic tone when introducing toys (“Whoa! What happened? [caterpillar popped out] “Whoa, he scared me!” “Whoa! That hungry caterpillar has been eating all the veggies and fruits.”).

- On some occasions, the teacher expands the infants’ experiences by adding or extending what the infants are experiencing. For example, the teacher introduces several toys (frog puppet, train, mirror, ball, rain stick) by labeling the toy and showing the infants how the toys work (“That’s a train, Elliott. Train. Choo, choo, choo, choo.” [shakes ball] “Ball, ball,” “Rainstick. You hear that? You hear that?” “You gonna watch him?”).

There is a mix of less effective and more effective interactions across the indicators of infant-focused interactions and expansion of infants’ experience, balanced with slightly more effective involvement, resulting in a mid-range score of a 4.

Early Language Support

Code = 4

Teacher Talk

- There is consistent evidence of teacher talk in the classroom. The teacher narrates events or infants’ actions during classroom activities and routines (“Lily, I’m going to get your bottle.” “I’m going to put your bottle in the warmer.” “Aria’s sound asleep.” “Landry’s going to eat the book.” “Elliot’s playing with the truck, with the train.” “He’s out of the box. He’s in the box.”).
- The teacher consistently labels objects throughout the video (book, ball, rainstick, sun, butterfly, farmer, dog, cat, hen, Old McDonald, red, green, brown) and labels body parts with an infant (“There’s your ear. There’s your nose. There’s your hair.”). She uses complete sentences and varies her language (“I wish my sister was here. She can ‘neigh’ really good. She sounds just like a horse.” “That’s a book. Books are for reading. It has lots of pictures and words. I have another book over here. This is a book about the farm animals.” “That goat was eatin’ the laundry.” “The hungry caterpillar has been eating all the vegetables and fruits.”).

Communication Support

- The teacher often initiates sounds with infants to encourage them to verbalize (“Can you say, ‘Oink, oink, oink?’” “Can you quack too?” “Say, ‘Hello, girls.’” “Say, ‘Lily, the frog.’”) but rarely imitates the infants’ sounds or vocalizations.
- The teacher attempts to involve infants in some language exchanges by speaking directly to them or responding to them (“What happened?” “What’s going to happen?” “You wanna look at my book?” “What are you doing over there?”).

Communication Extension

- At times, the teacher acknowledges infants’ sounds or gestures as communication attempts. For example, while viewing a book, Vivian points to a dog and the teacher extends the non-verbal gesture by saying, “That’s a dog. ‘Woof, woof. Woof, woof,’” and then when the infant says, “da da” the teacher adds, “Dog. That’s right. Dog. Dog.” When an infant interacts with the story book, the teacher says, “That’s a book. Books are for reading. It has lots of pictures and words,” and again when an infant appears sleepy, making noises, the teacher says, “I know you’re getting sleepy.”
- On a few occasions, the teacher does not respond to an infant’s communication attempt. For example, Elliot makes a vocalization in his crib and the teacher does not respond. He continues to make more sounds in his crib and the teacher fails to extend this communication attempt.
- The teacher models turn taking on one occasion: When the teacher says, “He’s got the blue train.” Vivian shakes her head [no] the teacher replies, “No, it’s not a blue train?” The infant shakes her head [no] again.

The video contains mixed evidence of communication support and communication extension along with stronger evidence of teacher talk resulting in a score in the middle of the mid range at a 4, for Early Language Support.