



Infant: Relational Climate

Title: Warmth and Respect While Talking with the Infants

In this mixed infant/toddler classroom, the teacher is consistently warm, calm, and gentle, and she is consistently respectful of the children during their interactions.

Relational Behaviors

- The teacher remains in close proximity to all three children, leaning in, turning toward, and consistently directing her gaze to them as she speaks. She spends time with each infant/toddler, building positive relationships (i.e., bending down and leaning towards Miracle as she puts her in her rocker, directing her attention to Paris as they play with the toy telephones, and bending down to Jackson as she engages him in conversation).
- The teacher remains involved with the children as she joins in play with Paris, providing information and asking about the telephone (“You have the telephone. Can you say ‘telephone?’ Who would you like to call on the phone, Paris?”). She engages in conversation with Jackson about his morning routine (“Good morning. How are you? How are you, Jackson? Did you have a good night’s sleep last night, Jackson?”).
- The teacher provides physical contact with Miracle (i.e., holding and gently placing her hand on Miracle’s bib).

Emotion Expression

- The teacher smiles frequently, and there is a matched affect between the teacher and Paris.
- The teacher maintains an enthusiastic tone of voice when speaking to the children (i.e., “Okay, it’s just fine, Miracle. It is fine; yes, it is,” “Paris, what do you have? Did your phone say ‘Hola?’ Did you know ‘Hola’ is ‘Hello’ in Spanish?” and “Good morning. How are you? Are you good this morning?”).

Respect for Infants’ State

- The teacher uses a warm, calm voice when speaking to the children and maintains a gentle approach when interacting with them. For example, before moving Miracle to the rocker, the teacher verbally prepares her for the transition, explaining her intentions, “I’m gonna put you in your chair, okay? Miracle, I’m gonna put you in your chair. I’m gonna put Miracle in your chair. Miracle, would you like to get in your chair?”).
- The teacher regularly uses the children’s names when speaking to them (“Are you at school, Paris?” “Jackson, good morning.” “Okay, Miracle, we’re gonna sit in our chair.”)

Lack of Adult Negativity

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

In this classroom, there is strong evidence of positive Relational Climate, as the teacher maintains warm and supportive relationships with the children, demonstrates various forms of respect—notably her calm, gentle approach to interactions and her continuous enthusiasm.