

CLASS[®] STRATEGIES FOR INFANTS

Use these strategies to meet indicators for **Responsive Caregiving** as stated in the dimensions of: Relational Climate, Teacher Sensitivity, Facilitated Exploration, and Early Language Support.

RELATIONAL CLIMATE

- Use a calm voice and a gentle touch.
- Address infants by name and use respectful language.
- Tell infants what you are going to do before you touch them or move their bodies.

- Smile, laugh and show sincere enthusiasm with the infant.



- Show affection with physical touch and with facial expressions.
- Get close to the infant, on their level, before interacting or communicating.
- Make eye contact when interacting with an infant.

- Avoid visible signs of irritation/frustration, verbal harshness, rough handling, or making any negative comments to or about an infant.

TEACHER SENSITIVITY

- Continuously visually scan over each infant, reading their verbal and physical cues.
- Respond to infants by turning your whole body toward them and acknowledge their need verbally and/or physically.

- Quickly respond to infants' emotions and needs in a soothing way.
- Adjust your response based on the individual needs of each infant.

- When infants feel secure, they will appear to be content and comfortable when you are present.
- You know the infants' needs and are able to quickly soothe or calm an upset infant with your efforts.



FACILITATED EXPLORATION

- Initiate play and conversation with infants.
- Ask to join in the infants' play.
- Mirror the infant's behavior and engage throughout daily routines.
- Give infants the opportunity to safely explore the things that interest them.
- Follow the infants' lead and provide physical support for their exploration, as needed.

- Encourage infants to keep trying in their attempts to move, communicate, explore and engage.
- Use enthusiastic verbal encouragement and specific praise.



EARLY LANGUAGE SUPPORT

- Talk to infants in complete sentences using descriptive language.
- Narrate what you're doing and what's happening in the classroom.
- Name and describe the different objects the infants interact with.

- Speak to infants with the goal of getting them to verbalize a response with sounds or words.
- Imitate/repeat the sounds infants make and ask questions.



- Describe infants' facial expressions, gestures, words or sounds with what you think they're trying to communicate. ("You're turning your head and closing your mouth to tell me you're all done eating.")
- Model turn-taking and expand on infants' communication.

This resource was created by Becker's Education Team and is not endorsed by Teachstone[®].

CLASS® STRATEGIES FOR YOUNG TODDLERS

Use these strategies to meet indicators for **Emotional and Behavioral Support** as stated in the dimensions of: Relational Climate, Teacher Sensitivity, Regard for Child Perspectives, and Behavior Guidance

RELATIONAL CLIMATE

- Use a warm tone and maintain eye contact when speaking with toddlers.
 - Address toddlers by name; use respectful language.
 - Let the toddlers know what to expect *before* you move their bodies.
- Smile, laugh and show sincere enthusiasm with the toddlers.



- Interact with toddlers at their level.
- Engage in serve and return exchanges, matching the toddler's affect.
- Help the toddlers connect and communicate with each other; share in their excitement and play.

- Avoid visible signs of irritation/frustration, verbal harshness, rough handling, or making any negative comments to or about a toddler.

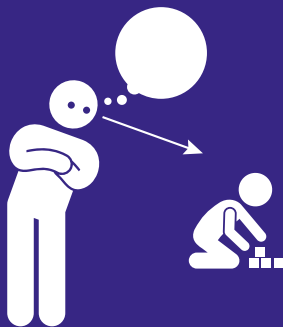
TEACHER SENSITIVITY

- Stay alert and aware of what's happening throughout the classroom in order to be one step ahead of any potential problems.
 - Be in tune with the toddlers' needs and notice anyone who might be upset or having a hard time.
- Respond to toddlers' bids for attention with acceptance and understanding by quickly tending to their needs.
 - Provide comfort and reassurance to toddlers, acknowledging that it's ok to have all kinds of different feelings.
- Provide genuine solutions to toddlers' problems (instead of glossing over them or simply saying "You're ok.")
 - Toddlers will readily play, try challenging tasks and seek your help when they feel safe.



REGARD FOR CHILD PERSPECTIVES

- Let toddlers choose where and how they want to play and when they want to change activities.
 - Follow each toddler's lead.
 - Describe toddlers' actions as a choice, "You chose the yellow block and put it on the top."
- Be flexible with the plans for the day; adjust based on the toddlers' moods and interests.
 - Go with the flow and allow toddlers to leave or join activities at their comfort level.
 - Allow toddlers to safely move their bodies and talk.
- Encourage toddlers to independently select and put away toys, eat, wash hands, and other self-care tasks.
 - Model problem solving skills by giving toddlers simple phrases and actions to use to resolve peer conflict.



BEHAVIOR GUIDANCE

- State how you DO want toddlers to behave - clearly and frequently.
 - Actively supervise toddlers' behavior.
- Use frequent positive descriptive praise when toddlers display a desired behavior, "You used gentle hands to say hi to your friend. That was kind."
 - Provide specific redirection, "You can use your hands to wave hello or give a hug to your friends. Your hands are not for hitting."
- Minimize idle waiting time during transitions by keeping toddlers engaged in songs, stories, finger-plays, and games.
 - Active engagement will also reduce disruptive or dangerous behaviors.



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CLASS® STRATEGIES FOR YOUNG TODDLERS

Use these strategies to meet indicators for **Engaged Support for Learning** as stated in the dimensions of: Facilitation of Learning & Development, Quality of Feedback, and Language Modeling

FACILITATION OF LEARNING & DEVELOPMENT

- Provide a variety of materials and activity choices for toddlers.
- Serve as a guide to a toddler's exploration of materials and their learning environment.
- Engage with the toddlers' in their play (instead of directing their play).
- Use "I wonder..." statements while engaging toddlers in play. Ex. "I wonder what will happen if you put another block on top. I wonder what it would sound like if you tap the blocks together."
- Connect activities to toddlers' individual context and experience.
- Engage toddlers' whole bodies in learning.
- Provide opportunities for toddlers to explore materials with all of their senses.
- Encourage toddlers' physical and verbal involvement.



QUALITY OF FEEDBACK

- Provide just enough support and assistance to help toddlers complete their desired task.
- Use verbal prompts, visual cues, hand over hand guidance, or other physical supports to help scaffold their learning.
- Give specific positive praise to recognize a toddler's efforts, even if they aren't successful in completing the task.



- Provide clarification when toddlers indicate they don't understand a question or instruction. This may mean using fewer words to help the toddler focus on a key word or using more descriptive words to provide additional detail.

LANGUAGE MODELING

- Initiate conversations with toddlers and continue back-and-forth exchanges.
- Ask open-ended questions.
- Repeat what toddlers' say, expanding their phrases into complete sentences.
- Describe your own actions using complete sentences and descriptive language.
- Narrate the toddler's actions as they happen.
- Act like a sports announcer giving a play by play account.



- Use complete sentences with a variety of descriptive words when talking with toddlers.
- Name the items as toddlers interact with them.
- Connect new words to familiar concepts.

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CLASS[®] STRATEGIES FOR TWOS

Use these strategies to meet indicators for **Emotional and Behavioral Support** as stated in the dimensions of: Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspectives, and Behavior Guidance

POSITIVE CLIMATE

- Use a warm tone and maintain eye contact when speaking with children.
- Address each child by name; use respectful language.
- Let each child know what to expect *before* you move their body.

- Smile, laugh and show sincere enthusiasm with the children.



- Interact with children at their level.
- Engage in serve and return exchanges, matching the child's affect.
- Help children connect and communicate with each other; share in their excitement and play.

NEGATIVE CLIMATE

- Refrain from expressing irritation through words, tone, or body language.
- Refrain from trying to control children by yelling, making threats or physically acting on them.

- Refrain from being sarcastic with children or teasing, embarrassing, or shaming a child, whether directly to the child or to another adult.



- When children are frequently fighting, angry or frustrated for extended periods of time or with increasing intensity, these are signs of a negative climate.

- Creating a positive relational climate includes consciously avoiding and preventing the above behaviors.

TEACHER SENSITIVITY

- Stay alert and aware of what's happening throughout the classroom in order to be one step ahead of any potential problems.
- Be in tune with the children's needs and notice anyone who might be upset or having a hard time.

- Respond to children's bids for attention with acceptance and understanding by quickly tending to their needs.
- Provide comfort and reassurance to children, acknowledging that it's ok to have all kinds of different feelings.

- Provide genuine solutions to children's problems (instead of glossing over them or simply saying "You're ok.")
- The children will readily play, try challenging tasks and seek your help when they feel safe.



BEHAVIOR GUIDANCE

- State how you DO want children to behave - clearly and frequently.
- Actively supervise children's behavior.

- Use frequent positive descriptive praise when children display a desired behavior, "You used gentle hands to say hi to your friend. That was kind."
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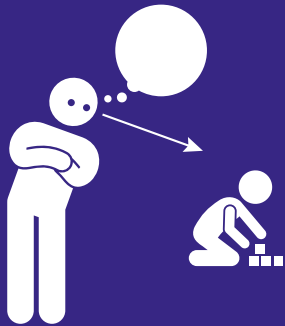
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- Encourage children to independently select and put away toys, eat, wash hands, and other self-care tasks.
- Model problem solving skills by giving children simple phrases and actions to use to resolve peer conflict.

FACILITATION OF LEARNING & DEVELOPMENT

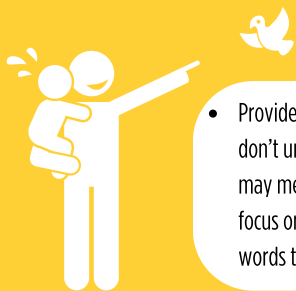
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