

Toddler: POSITIVE CLIMATE

<p>WHAT?</p> <p>Building Relationships with toddlers, enjoying your time with them, and treating them with respect.</p> <p>WHY?</p> <p>When toddlers have strong connections to their teachers, they are more likely to enjoy their time in the classroom, which provides a foundation for exploring and learning.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Relationships</td> <td> <ul style="list-style-type: none"> - Physical Proximity - Matched positive affect - Reciprocal interactions - Peer connections </td> </tr> <tr> <td>Positive Affect</td> <td> <ul style="list-style-type: none"> - Smiling, laughter - Enthusiasm - Verbal or physical affection </td> </tr> <tr> <td>Respect</td> <td> <ul style="list-style-type: none"> - Warm, Calm Voice - Respectful Language and communication - Eye Contact - Body Orientation </td> </tr> </table>	Relationships	<ul style="list-style-type: none"> - Physical Proximity - Matched positive affect - Reciprocal interactions - Peer connections 	Positive Affect	<ul style="list-style-type: none"> - Smiling, laughter - Enthusiasm - Verbal or physical affection 	Respect	<ul style="list-style-type: none"> - Warm, Calm Voice - Respectful Language and communication - Eye Contact - Body Orientation 	<p style="text-align: right;">Toddler</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Positive Climate</p> <p>Negative Climate</p> <p>Teacher Sensitivity</p> <p>Regard for Child Perspectives</p> <p>Behavior Guidance</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Emotional and Behavioral Support</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Facilitation of Learning and Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p> </td> <td style="vertical-align: top;"> <p>Engaged Support for Learning</p> </td> </tr> </table>	<p>Positive Climate</p> <p>Negative Climate</p> <p>Teacher Sensitivity</p> <p>Regard for Child Perspectives</p> <p>Behavior Guidance</p>	<p>Emotional and Behavioral Support</p>	<p>Facilitation of Learning and Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p>	<p>Engaged Support for Learning</p>
Relationships	<ul style="list-style-type: none"> - Physical Proximity - Matched positive affect - Reciprocal interactions - Peer connections 											
Positive Affect	<ul style="list-style-type: none"> - Smiling, laughter - Enthusiasm - Verbal or physical affection 											
Respect	<ul style="list-style-type: none"> - Warm, Calm Voice - Respectful Language and communication - Eye Contact - Body Orientation 											
<p>Positive Climate</p> <p>Negative Climate</p> <p>Teacher Sensitivity</p> <p>Regard for Child Perspectives</p> <p>Behavior Guidance</p>	<p>Emotional and Behavioral Support</p>											
<p>Facilitation of Learning and Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p>	<p>Engaged Support for Learning</p>											

11

Toddler: NEGATIVE CLIMATE

Different in the sense you are aiming to AVOID these behaviors in your classroom.

<p>WHAT?</p> <p>Any adults or children expressing anger or frustration in the classroom; using threats or physical actions to control children; teasing children or making them feel ashamed.</p> <p>WHY?</p> <p>Children cannot learn when they are afraid, sad, or angry.</p> <p>An environment free from negativity provides the best space for children to learn and develop positive social-emotional skills.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Negative Affect</td> <td> <ul style="list-style-type: none"> - Irritability - Anger - Harsh voice </td> </tr> <tr> <td>Punitive Control</td> <td> <ul style="list-style-type: none"> - Yelling - Threats - Physical actions/ punishments </td> </tr> <tr> <td>Teacher Negativity</td> <td> <ul style="list-style-type: none"> - Sarcastic voice/ statement - Teasing - Humiliation </td> </tr> <tr> <td>Child Negativity</td> <td> <ul style="list-style-type: none"> - Peer disputes - Escalating frustration - Escalating negativity </td> </tr> </table>	Negative Affect	<ul style="list-style-type: none"> - Irritability - Anger - Harsh voice 	Punitive Control	<ul style="list-style-type: none"> - Yelling - Threats - Physical actions/ punishments 	Teacher Negativity	<ul style="list-style-type: none"> - Sarcastic voice/ statement - Teasing - Humiliation 	Child Negativity	<ul style="list-style-type: none"> - Peer disputes - Escalating frustration - Escalating negativity 	<p style="text-align: right;">Toddler</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Positive Climate</p> <p>Negative Climate</p> <p>Teacher Sensitivity</p> <p>Regard for Child Perspectives</p> <p>Behavior Guidance</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Emotional and Behavioral Support</p> </td> </tr> <tr> <td style="vertical-align: top;"> <p>Facilitation of Learning and Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p> </td> <td style="vertical-align: top;"> <p>Engaged Support for Learning</p> </td> </tr> </table>	<p>Positive Climate</p> <p>Negative Climate</p> <p>Teacher Sensitivity</p> <p>Regard for Child Perspectives</p> <p>Behavior Guidance</p>	<p>Emotional and Behavioral Support</p>	<p>Facilitation of Learning and Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p>	<p>Engaged Support for Learning</p>
Negative Affect	<ul style="list-style-type: none"> - Irritability - Anger - Harsh voice 													
Punitive Control	<ul style="list-style-type: none"> - Yelling - Threats - Physical actions/ punishments 													
Teacher Negativity	<ul style="list-style-type: none"> - Sarcastic voice/ statement - Teasing - Humiliation 													
Child Negativity	<ul style="list-style-type: none"> - Peer disputes - Escalating frustration - Escalating negativity 													
<p>Positive Climate</p> <p>Negative Climate</p> <p>Teacher Sensitivity</p> <p>Regard for Child Perspectives</p> <p>Behavior Guidance</p>	<p>Emotional and Behavioral Support</p>													
<p>Facilitation of Learning and Development</p> <p>Quality of Feedback</p> <p>Language Modeling</p>	<p>Engaged Support for Learning</p>													

12

Toddler: TEACHER SENSITIVITY

WHAT? Being available to provide comfort to children and respond to their individual needs by listening and watching for their verbal and physical cues.	Awareness Responsiveness Child Comfort	<ul style="list-style-type: none"> - Is attentive to children drop in classroom - Notices difficulties or children who are upset <ul style="list-style-type: none"> - Responds to children's bids for attention - Acknowledges and accepts emotions - Provides Comfort <ul style="list-style-type: none"> - Freely Approaches and participates - Seeks support - Genuine problem resolution
--	--	---

Emotional and Behavioral Support

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance

Engaged Support for Learning

- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling

13

Toddler: REGARD FOR CHILD PERSPECTIVES

WHAT? Giving children choices and letting their interest determine what activities you do, how you do them, and how long you do them; helping children learn to care for themselves and take responsibility	Child Focus Flexibility Support for independence	<ul style="list-style-type: none"> - Follows children's leads - Provides choices - Elicits children's expression and ideas <ul style="list-style-type: none"> - Allows movement and talking - "Goes with the flow" - Adjusts pacing for individual children <ul style="list-style-type: none"> - Childs responsibility - Support of self-care - Materials accessible - Peer perspective taking
---	--	--

Emotional and Behavioral Support

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance

Engaged Support for Learning

- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling

14

Toddler: BEHAVIOR GUIDANCE		Toddler						
<p>WHAT? Clearly explaining to children how you want them to behave and praising them when they meet your expectations; keeping children involved in activities and effectively redirecting any dangerous or disruptive behaviors.</p> <p>WHY? Toddlers are in the process of learning about appropriate behavior, but they are not yet fully self-regulated. They need adults to teach them what to do and recognize them when they are doing the right thing. The less time children spend engaged in inappropriate behavior, the more time they can spend learning.</p>	<table border="1"> <tbody> <tr> <td>Proactive</td><td> <ul style="list-style-type: none"> - Actively monitors children's behavior - Communicates clear expectations - Children demonstrate awareness of expectations </td></tr> <tr> <td>Supporting positive behavior</td><td> <ul style="list-style-type: none"> - Reinforcement of positive behavior - Effective redirection - Specificity in redirection and/or directions - Positive phrasing of desired behavior </td></tr> <tr> <td>Problem behavior</td><td> <ul style="list-style-type: none"> - Minimal wandering - Minimal waiting - Lack of disruptive or potentially dangerous behavior </td></tr> </tbody> </table>	Proactive	<ul style="list-style-type: none"> - Actively monitors children's behavior - Communicates clear expectations - Children demonstrate awareness of expectations 	Supporting positive behavior	<ul style="list-style-type: none"> - Reinforcement of positive behavior - Effective redirection - Specificity in redirection and/or directions - Positive phrasing of desired behavior 	Problem behavior	<ul style="list-style-type: none"> - Minimal wandering - Minimal waiting - Lack of disruptive or potentially dangerous behavior 	<p>Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspectives Behavior Guidance</p>
Proactive	<ul style="list-style-type: none"> - Actively monitors children's behavior - Communicates clear expectations - Children demonstrate awareness of expectations 							
Supporting positive behavior	<ul style="list-style-type: none"> - Reinforcement of positive behavior - Effective redirection - Specificity in redirection and/or directions - Positive phrasing of desired behavior 							
Problem behavior	<ul style="list-style-type: none"> - Minimal wandering - Minimal waiting - Lack of disruptive or potentially dangerous behavior 							
		<p>Emotional and Behavioral Support</p> <p>Facilitation of Learning and Development Quality of Feedback Language Modeling</p>						

15

Toddler: FACILITATION OF LEARNING AND DEVELOPMENT		Toddler						
<p>WHAT? Supporting children's development by setting up hands-on learning opportunities, participating in activities along with children, and encouraging them to think as they explore the world.</p> <p>WHY? Toddlers learn through whole-body exploration. Having an adult support them as they learn allows them to get the most from classroom activities.</p>	<table border="1"> <tbody> <tr> <td>Active facilitation</td><td> <ul style="list-style-type: none"> - Teacher provides opportunities for exploration and learning - Teacher guides exploration - Teacher is involved in children's activities to support learning and development. </td></tr> <tr> <td>Expansion of cognition</td><td> <ul style="list-style-type: none"> - Teacher provides and embeds information - Teacher relates information to children's lives and experiences - Teacher integrates concepts across activities and tasks - Teacher encourages thinking skills </td></tr> <tr> <td>Children's active engagement</td><td> <ul style="list-style-type: none"> - Manipulation of materials - Physical involvement - Verbal involvement </td></tr> </tbody> </table>	Active facilitation	<ul style="list-style-type: none"> - Teacher provides opportunities for exploration and learning - Teacher guides exploration - Teacher is involved in children's activities to support learning and development. 	Expansion of cognition	<ul style="list-style-type: none"> - Teacher provides and embeds information - Teacher relates information to children's lives and experiences - Teacher integrates concepts across activities and tasks - Teacher encourages thinking skills 	Children's active engagement	<ul style="list-style-type: none"> - Manipulation of materials - Physical involvement - Verbal involvement 	<p>Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspectives Behavior Guidance</p>
Active facilitation	<ul style="list-style-type: none"> - Teacher provides opportunities for exploration and learning - Teacher guides exploration - Teacher is involved in children's activities to support learning and development. 							
Expansion of cognition	<ul style="list-style-type: none"> - Teacher provides and embeds information - Teacher relates information to children's lives and experiences - Teacher integrates concepts across activities and tasks - Teacher encourages thinking skills 							
Children's active engagement	<ul style="list-style-type: none"> - Manipulation of materials - Physical involvement - Verbal involvement 							
		<p>Engaged Support for Learning</p> <p>Facilitation of Learning and Development Quality of Feedback Language Modeling</p>						

16

Toddler: QUALITY OF FEEDBACK

<p>WHAT? Responding to what children say and do in ways that deepen their understanding or encourage them to persist</p> <p>WHY? Feedback that is individualized to where children are developmentally helps them reach the next level of learning and understanding.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Scaffolding</td> <td style="width: 80%; vertical-align: top;"> <ul style="list-style-type: none"> - Hints - Verbal or physical assistance - Prompting throughout processes </td> </tr> <tr> <td>Providing information</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Clarification of concepts or task - Expansion and elaboration </td> </tr> <tr> <td>Encouragement and affirmation</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Individualized feedback - Specific feedback - Recognition of effort or accomplishment </td> </tr> </table>	Scaffolding	<ul style="list-style-type: none"> - Hints - Verbal or physical assistance - Prompting throughout processes 	Providing information	<ul style="list-style-type: none"> - Clarification of concepts or task - Expansion and elaboration 	Encouragement and affirmation	<ul style="list-style-type: none"> - Individualized feedback - Specific feedback - Recognition of effort or accomplishment 	Toddler <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Emotional and Behavioral Support </div> <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspectives Behavior Guidance </div> <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Engaged Support for Learning </div> <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Facilitation of Learning and Development Quality of Feedback Language Modeling </div>
Scaffolding	<ul style="list-style-type: none"> - Hints - Verbal or physical assistance - Prompting throughout processes 							
Providing information	<ul style="list-style-type: none"> - Clarification of concepts or task - Expansion and elaboration 							
Encouragement and affirmation	<ul style="list-style-type: none"> - Individualized feedback - Specific feedback - Recognition of effort or accomplishment 							

17

Toddler: LANGUAGE MODELING

<p>WHAT? Creating a language-rich environment; encouraging children to talk and teaching them how to use language to communicate.</p> <p>WHY? Children's language expands when they are given opportunities to use language and when teachers model more complex language. By hearing various uses and forms of language, children develop new language skills, which contribute to their academic and social success.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Supporting language use</td> <td style="width: 80%; vertical-align: top;"> <ul style="list-style-type: none"> - Back-and-forth exchanges - Contingent responding - Open-ended questioning </td> </tr> <tr> <td>Repetition and extension</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Repeats - Extends/ elaborates </td> </tr> <tr> <td>Self- and parallel talk</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Describes own actions with language - Narrates children's actions with language </td> </tr> <tr> <td>Advanced Language</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - Variety of words and/or descriptive vocabulary - Labeling - Connections to familiar words and ideas </td> </tr> </table>	Supporting language use	<ul style="list-style-type: none"> - Back-and-forth exchanges - Contingent responding - Open-ended questioning 	Repetition and extension	<ul style="list-style-type: none"> - Repeats - Extends/ elaborates 	Self- and parallel talk	<ul style="list-style-type: none"> - Describes own actions with language - Narrates children's actions with language 	Advanced Language	<ul style="list-style-type: none"> - Variety of words and/or descriptive vocabulary - Labeling - Connections to familiar words and ideas 	Toddler <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Emotional and Behavioral Support </div> <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Positive Climate Negative Climate Teacher Sensitivity Regard for Child Perspectives Behavior Guidance </div> <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Engaged Support for Learning </div> <div style="background-color: #e07070; padding: 5px; border-radius: 5px; margin-bottom: 10px;"> Facilitation of Learning and Development Quality of Feedback Language Modeling </div>
Supporting language use	<ul style="list-style-type: none"> - Back-and-forth exchanges - Contingent responding - Open-ended questioning 									
Repetition and extension	<ul style="list-style-type: none"> - Repeats - Extends/ elaborates 									
Self- and parallel talk	<ul style="list-style-type: none"> - Describes own actions with language - Narrates children's actions with language 									
Advanced Language	<ul style="list-style-type: none"> - Variety of words and/or descriptive vocabulary - Labeling - Connections to familiar words and ideas 									

18