

## Infant: RELATIONAL CLIMATE

**WHAT?**  
Building relationships with infants, enjoying your time with them, and treating them with respect.

**WHY?**  
Infants who have secure relationships with caregivers are more likely to engage with and learn from their environments.

Relational Behaviors	<ul style="list-style-type: none"> <li>- Proximity</li> <li>- Eye contact</li> <li>- Joint attention</li> <li>- Affection</li> </ul>
Emotion expression	<ul style="list-style-type: none"> <li>- Smiling</li> <li>- Laughing</li> <li>- Enthusiasm</li> </ul>
Respect for infants' state	<ul style="list-style-type: none"> <li>- Calm voice</li> <li>- Gentle approach</li> <li>- Communication of intentions, transitions, or changes</li> <li>- Respectful language</li> </ul>
Lack of adult negativity	Lack of: <ul style="list-style-type: none"> <li>- Irritation/ frustration</li> <li>- Verbal harshness</li> <li>- Rough handling</li> <li>- Negative comments</li> </ul>

Responsive Caregiving

Infant

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Relational Climate

Teacher Sensitivity

Facilitated Exploration

Early Language Support

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## Infant: TEACHER SENSITIVITY

**WHAT?**  
Being available to provide comfort to infants and respond to their individual needs by listening and watching for their verbal cues

**WHY?**  
When infants can trust you to meet their needs and consistently feel safe and secure, they have lower levels of stress and are more willing to try new things, explore, and learn.

Awareness and cue detection	<ul style="list-style-type: none"> <li>- Visually scan</li> <li>- Attend physically</li> <li>- Acknowledge verbally and/or physically</li> </ul>
Responsiveness	<ul style="list-style-type: none"> <li>- Respond to infants' emotions and needs</li> <li>- Adjust actions based on individual needs of the infants</li> </ul>
Infant Comfort	<ul style="list-style-type: none"> <li>- Infants comfortable or content when teachers are present</li> <li>- Infants seek out teachers</li> <li>- Infants soothed or calmed by teachers' efforts</li> </ul>

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## Infant: FACILITATED EXPLORATION

**WHAT?**  
Playing with infants, giving them space to explore, following their attention and interests, and building on those interests to create learning opportunities

**WHY?**  
Infants need to be interested and engaged in order to learn new things. When you follow their interests, you encourage learning through exploration.

Involvement	<ul style="list-style-type: none"> <li>- Initiate interactions</li> <li>- Join in experiences</li> <li>- Mirror behavior</li> </ul>
Infant focused	<ul style="list-style-type: none"> <li>- Follow infants' leads</li> <li>- Allow infants choice</li> <li>- Support exploration</li> </ul>
Expansion of infants' experience	<ul style="list-style-type: none"> <li>- Encourage behavior</li> <li>- Vary intonation</li> <li>- Adjust experience</li> </ul>

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## Infant: EARLY LANGUAGE SUPPORT

**WHAT?**  
Creating a language-rich environment; helping infants learn to express themselves and communicate their needs

**WHY?**  
Talking to infants and giving them opportunities to respond helps them gain the foundational skills on which all later language is built.

Teacher talk	<ul style="list-style-type: none"> <li>- Self-tale</li> <li>- Describe classroom events</li> <li>- Verbally label objects</li> <li>- Use complete and varied sentences</li> </ul>
Communication Support	<ul style="list-style-type: none"> <li>- Initiate sounds or words</li> <li>- Imitate or repeat sounds</li> </ul>
Communication extension	<ul style="list-style-type: none"> <li>- Provide words for infants' communication</li> <li>- Expand and extend on infants' communication</li> <li>- Model turn-taking</li> </ul>

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