

Toddler: POSITIVE CLIMATE

WHAT?
Building Relationships with toddlers, enjoying your time with them, and treating them with respect.

WHY?
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.

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

Toddler

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

11

Toddler: NEGATIVE CLIMATE

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

WHAT?
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.

WHY?
Children cannot learn when they are afraid, sad, or angry. An environment free from negativity provides the best space for children to learn and develop positive social-emotional skills.

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

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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.

WHY?
When toddlers see their teachers as a source of comfort and security, they are more willing to try new things, explore, and learn.

Awareness	<ul style="list-style-type: none"> - Is attentive to children drop in classroom - Notices difficulties or children who are upset
Responsiveness	<ul style="list-style-type: none"> - Responds to children's bids for attention - Acknowledges and accepts emotions - Provides Comfort
Child Comfort	<ul style="list-style-type: none"> - Freely Approaches and participates - Seeks support - Genuine problem resolution

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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

WHY?
Children have to be interested in an activity in order for them to learn from it. If you let children choose activities, you can feel confident they are ready to learn.

Child Focus	<ul style="list-style-type: none"> - Follows children's leads - Provides choices - Elicits children's expression and ideas
Flexibility	<ul style="list-style-type: none"> - Allows movement and talking - "Goes with the flow" - Adjusts pacing for individual children
Support for independence	<ul style="list-style-type: none"> - Child's responsibility - Support of self-care - Materials accessible - Peer perspective taking

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14

Toddler: BEHAVIOR GUIDANCE

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.

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.

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

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15

Toddler: FACILITATION OF LEARNING AND DEVELOPMENT

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.

WHY?
Toddlers learn through whole-body exploration. Having an adult support them as they learn allows them to get the most from classroom activities.

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

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16

Toddler: QUALITY OF FEEDBACK

WHAT?
Responding to what children say and do in ways that deepen their understanding or encourage them to persist

WHY?
Feedback that is individualized to where children are developmentally helps them reach the next level of learning and understanding.

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

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17

Toddler: LANGUAGE MODELING

WHAT?
Creating a language-rich environment; encouraging children to talk and teaching them how to use language to communicate.

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.

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

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18