

# CLASS In Action

## INFANT (RESPONSIVE CAREGIVING)

### Relational Climate

Caregivers build warm, trusting relationships through nurturing, respectful interactions. Infants feel safe and valued as caregivers consistently respond with calm voices, gentle touch, and positive engagement.

#### In Action:

Smiling and speaking softly during care routines, holding infants close when comforting, making eye contact during feeding, and showing enjoyment during interactions.

### Teacher Sensitivity

Caregivers notice and respond promptly to infants' cues and emotions, adjusting care to meet individual needs and prevent distress. Caregivers ensure all children receive attention, even without explicit cues or bids.

#### In Action:

Responding to cries right away, recognizing hunger or tired cues, soothing infants before they escalate, and talking to infants playing quietly by themselves.

### Facilitated Exploration

Caregivers support learning by providing safe opportunities to explore and guiding infants' interactions with materials without interrupting curiosity.

#### In Action:

Placing toys within reach, encouraging reaching or movement, describing actions ("You rolled the ball"), and staying nearby to support exploration.

### Early Language Support

Caregivers promote communication by engaging in frequent, meaningful language interactions throughout the day.

#### In Action:

Talking during diapering and feeding, naming objects and actions, imitating infant sounds, reading simple books, and singing familiar songs.

**READY**  
**REGION**

*Blue Ridge*

## IN ACTION QUOTES:

### Relational Climate:

#### Positive Affect-

"I'm so happy to see you today!"

"That makes me smile."

#### Respectful Interactions-

"I'm going to pick you up now."

"I hear you — I'm right here."

### Teacher Sensitivity:

#### Awareness of Infant Cues-

"Your eyes are closing — you're getting sleepy."

"You're rubbing your tummy. You might be hungry."

#### Responsive Comfort-

"I hear you crying. I'm coming."

"Oh no! Did that startle you?"

### Facilitated Exploration:

#### Active Support for Exploration-

"Let's see what turning it does."

"You're rolling it so well!"

#### Scaffolding Without Taking

#### Over-

"You almost got it — try again."

"I'll hold it steady."

### Early Language Support:

#### Talking About Actions and

#### Objects-

"You're kicking your feet!"

"That's your bottle."

#### Responding to Sounds and

#### Gestures-

"Ba-ba — I hear you talking."

"Ma-ma — she's at work."