

CLASS In Action

TODDLER (EMOTIONAL AND BEHAVIORAL SUPPORT)

Positive Climate:

Teachers create a warm, joyful environment where toddlers feel safe, valued, and connected. Positive language, smiles, and shared enjoyment are present throughout the day.

In Action:

Greeting children by name, smiling and laughing during play, offering encouragement, and showing enthusiasm for children's efforts.

Teacher Sensitivity:

Teachers respond quickly and appropriately to toddlers' emotions and needs, helping prevent frustration and supporting children through challenges.

In Action:

Acknowledging feelings, offering comfort, anticipating needs, and adjusting support based on child cues.

Regard for Child Perspectives:

Teachers follow toddlers' interests and choices, encouraging independence and allowing flexibility in routines and activities.

In Action:

Letting children choose materials, waiting for responses, adjusting activities, and responding to gestures, words, or actions.

Behavior Guidance:

Teachers use clear expectations and proactive strategies to support positive behavior and teach social skills, consistently acknowledging and reinforcing children when expectations are met through brief, specific praise.

In Action:

Using simple rules, redirecting gently, modeling expected behavior, giving praise for encouraged behavior and giving reminders before problems occur.

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REGION**

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IN ACTION QUOTES:

Positive Climate:

Positive Affect/ Relationships-

"I'm so happy you're here!"

"That was fun — let's do it again."

Respect & Warmth-

"I'm listening to you."

"I'm so proud of you!"

Teacher Sensitivity:

Awareness of Child Needs-

"You look frustrated. Do you need some help?"

"You're tired — let's take a break."

Responsive Support-

"I can help you."

"I'm here if you need me."

Regard for Child Perspectives:

Following the Child's Lead-

"You chose the blue one, that's a great choice! ."

"You want to keep playing?"

Flexibility & Autonomy-

"You can try it your way."

"Not ready yet? Take your time."

Behavior Guidance:

Clear Expectations-

"Feet belong on the floor."

"Blocks are for building."

Redirection & Teaching Skills-

"I like how you raised your hand!"

"Thank you for waiting your turn!"

CLASS In Action

TODDLER (ENGAGED SUPPORT FOR LEARNING)

Facilitation of Learning and Development:

Teachers support learning by providing engaging materials and encouraging toddlers to explore, problem-solve, and persist, while intentionally making connections to the real world and children's everyday experiences.

In Action:

Placing materials within reach, connecting play to children's lives outside of school and staying nearby to support exploration.

Quality of Feedback:

Teachers extend learning by responding to toddlers' actions and ideas with feedback that helps them understand, think, and try again, rather than just giving praise.

In Action:

Teachers respond to toddlers' actions and ideas by asking questions, suggesting strategies, or introducing small challenges that help them think, problem-solve, and try again, rather than just giving praise.

Language Modeling:

Teachers promote language development by talking often, expanding children's words, and encouraging back-and-forth communication throughout the day.

In Action:

Naming objects and actions, repeating and expanding child language, asking simple questions, reading books, and singing songs.



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IN ACTION QUOTES: Facilitation of Learning and Development:

Encouraging Exploration-

"What happens if you push it?"
"How far do you think that will roll?"

Real World Connections-

"These wheels roll like your stroller."
"That sound is loud, like the bus."

Quality of Feedback:

Descriptive Feedback-

"Great job stacking those three blocks!"
"What would happen if you put the big one on top?"

Scaffolding & Hints-

"Try turning it this way."
"What could you try next?"

Providing Information-

"That's a triangle block with three sides. You could use that for the roof on your castle."

Language Modeling:

Self & Parallel Talk-

"You're driving the car so fast."
"I'm cleaning the table off."

Expanding Language-

Child: "Dog."
Teacher: "Yes, a big brown dog. Look how fast he runs!"

Back-and-Forth Conversations-

"Where was the car driving to?"
"What did you see at the store?"