

Appendix C

Part Sample Infant Tool

#	**	U	I	T	P	K	Criterion	Notes of Evidence; Why Met or Not Met
1		X	X	X	X	X	Observable Criteria for the Relationships Standard	
1	A.	X	X	X	X	X	<i>Building Positive Relationships among Teachers and Families</i>	
1	A.03	X	X	X	X	X	Teachers communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and program.	
1	A.04	X	X	X	X	X	Teaching staff are sensitive to and reassure family members who are concerned about leaving children in non-family care.	
1	A.05	X	X	X	X	X	Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.	
1	B.	X	X	X	X	X	<i>Building Positive Relationships between Teachers and Children</i>	
1	B.01	X	X	X	X	X	Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.	
1	B.02	X	X	X	X	X	Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.	
1	B.03	X	X	X	X	X	Teaching staff are consistent and predictable in their physical and emotional care of all children.	
1	B.04	X	X	X	X	X	Teaching staff encourage and recognize children's work and accomplishments.	

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1	B.05	X	X	X	X	X	Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support, and assistance.	
1	B.06	X	X	X	X	X	Teaching staff encourage children's appropriate expression of emotions, both positive (e.g., joy, pleasure, excitement) and negative (e.g., anger, frustration, sadness).	
1	B.07	X	X	X	X	X	Teaching staff evaluate and change their responses based on individual needs. Teachers vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development.	
1	B.08	X	X	X	X	X	Teaching staff support children's competent and self-reliant exploration and use of classroom materials.	
1	B.09	X	X	X	X	X	Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. (This is a required criterion.)	
1	B.10	X	X	X	X	X	Teaching staff never use threats or derogatory remarks, and do not withhold nor threaten to withhold food as a form of discipline.	
1	B.11		X				Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g., talking, cooing, repeating infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, and holding).	
1	B.12		X				Teaching staff give one-to-one attention to infants when engaging in caregiving routines.	

#	**	U	I	T	P	K	Criterion	Notes of Evidence; Why Met or Not Met
1	B.13		X	X			Teaching staff adjust their interactions to infants' and toddlers'/twos' various states and levels of arousal.	
1	B.14		X	X			Teaching staff quickly respond to infants' and toddlers'/twos' cries or other signs of distress by providing physical comfort and needed care. Teaching staff are sensitive to infants' and toddlers'/twos' various signals and learn to read their individual cries.	
1	C.	X	X	X	X	X	<i>Helping Children Make Friends</i>	
1	C.01		X				Teaching staff facilitate an infant's social interaction when he or she is interested in looking at, touching, or vocalizing to others.	
1	D.	X	X	X	X	X	<i>Creating a Predictable, Consistent, and Harmonious Classroom</i>	