

WHAT DOES **CONNECTION** LOOK LIKE IN THE CLASSROOM?



Consistent and Responsive Caregiving

- Individual attention during feeding, diapering, and playing
- Acknowledging children's feelings throughout the day



Physical Closeness and Comfort

- Physical proximity - sitting on the floor playing with children
- Cuddling for comfort - sitting with or hugging a child when they are upset



Verbal and Non-Verbal Communication

- Encouraging words and gestures - clapping, "look at how high you built that tower"
- Facial expressions and eye contact - at their level, maintaining eye contact, using a calm, soothing tone, along with gentle touches



Safe and Nurturing Environment

- Child-proofing and caring supervision in the classroom
- Room is arranged with low shelves and child-sized furniture to allow safe and independent exploration



Play and Exploration

- Free play and independence is encouraged
- Caregivers organize activities - sensory, art, blocks, etc. while remaining close for guidance

WHAT DOES **RECIPROCITY** LOOK LIKE IN THE CLASSROOM?



Turn Taking Play and Conversation

- Caregiver encourages turn-taking conversations during routine activities like meals, toileting and diapering
- During play, turn-taking rolling a ball back and forth



Noticing a Child's Serve

- A child points to a picture in a book and babbles excitedly. The caregiver acknowledges the interest by saying, "You see the cat!"
- A child shows a painting to the caregiver. The serve is returned by enthusiastically saying, "Wow, tell me about the colors you used."



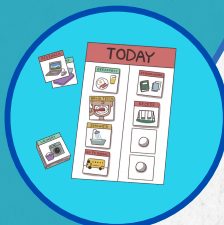
Return the Serve by Supporting and Encouraging

- A child reaches to grab a rattle and looks at the caregiver. The caregiver notices this "serve" and responds by shaking the rattle and says, "You found the rattle! Listen to the sound it makes."



Joint Attention/ Shared Focus

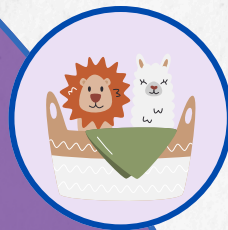
- Reading together - caregiver holds a book and points to pictures. The caregiver then waits for the child to focus on the picture to have joint attention.



Practicing Endings and Beginnings

- Children will signal when they are done and ready to move on to a new activity
- Beginning and end of the day routines

WHAT DOES **INCLUSION** LOOK LIKE IN THE CLASSROOM?



Safe and Supportive Physical Environment

- Soft flooring and low shelves to store toys within easy reach of children
- Classroom is designed with child-sized furniture and clearly defined areas for different activities



Inviting and Including all Children

- Planned activities cater to different interests and abilities
- A range of activities such as blocks, puzzles, and pretend play etc. are offered making a point to engage with each child, especially those who might be shy or hesitant.



Connecting and Communicating with All Children

- Caregivers provide eye-level interactions
- Individual attention is provided to all children



Environment That is Open for All Developmental Levels and Abilities

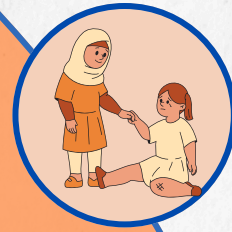
- Adaptive equipment and support
- materials are rotated regularly to maintain engagement and challenge all abilities.



Inviting Materials

- Diverse and engaging toys are accessible throughout the day
- Culturally inclusive materials are found in the classroom

WHAT DOES **OPPORTUNITY TO GROW** LOOK LIKE IN THE CLASSROOM?



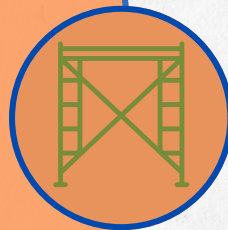
Responsive Caregiving

- Caregivers acknowledge children's emotions
- Encouragement is offered while showing empathy and support.



Modeling and Demonstrating

- Caregivers demonstrate play skills and language use during play and daily routines



Scaffolding

- Caregivers begin with hand over hand assistance with a new skill, then slowly allows the child to take the lead as they see the child growing stronger in that skill



Gradual Release of Responsibility

- Child begins to lead freshly learned skill
- Caregiver fosters independence while offering gentle support



Observation and Assessment

- Monitoring developmental milestones
- Individualized learning plans are regularly created and utilized