

# Classroom Assessment Scoring System® (CLASS®) Infant Tool Summary

Domain	Dimension	Description
<b>Relational Support</b>	<b>RELATIONAL CLIMATE</b>	Reflects the connections, emotions and respect conveyed by teachers, as well as the infants' responses to these interactions.
	<b>TEACHER SENSITIVITY</b>	Encompasses teachers' awareness of and responsiveness to infants' verbal and nonverbal cues, including availability to provide comfort, skill in resolving distress, and timeliness and contingency of responses.
	<b>FACILITATED EXPLORATION</b>	Considers teachers' facilitation of experiences and interactions in routine care and playtime to support infants' engagement and development.
	<b>EARLY LANGUAGE SUPPORT</b>	Captures the amount and quality of teachers' use of language stimulation and language-facilitation techniques to encourage infants' early language development.

Dimension	Examples
<b>RELATIONAL CLIMATE</b>	<p>Teachers and/or infants:</p> <ul style="list-style-type: none"> <li>▪ <b>Create positive relationships</b>, with behaviors including physical closeness, eye contact, and showing affection.</li> <li>▪ <b>Express positive emotions</b> and show genuine happiness.</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>▪ <b>Respect infants' states</b> with calm, gentle and respectful communications.</li> <li>▪ <b>Are not negative</b>, irritable, frustrated, or rough.</li> </ul>
<b>TEACHER SENSITIVITY</b>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>▪ Are <b>aware</b> of infants' cues and acknowledge them verbally and non-verbally.</li> <li>▪ Are <b>responsive</b> to infants' needs and adjust their approach in response to infants' cues.</li> </ul> <p>Infants</p> <ul style="list-style-type: none"> <li>▪ <b>Demonstrate their comfort</b> by looking to teachers for supportive responses when trying new things and seeking them out when upset.</li> </ul>
<b>FACILITATED EXPLORATION</b>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>▪ Are <b>consistently involved</b>, joining or mirroring interactions.</li> <li>▪ <b>Are infant-centered</b>, following infants' leads and encouraging safe exploration.</li> <li>▪ <b>Expand infants' experience</b> through encouragement and enthusiasm.</li> </ul>
<b>EARLY LANGUAGE SUPPORT</b>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>▪ <b>Consistently describe</b> their own and infants' actions and events happening around the room.</li> <li>▪ <b>Support infant communication</b> by initiating and imitating sounds and words.</li> <li>▪ <b>Extend infant communication</b> by pairing words with actions and sounds and encouraging back and forth verbal exchanges.</li> </ul>