

Positive Interactions in Remote Early Childhood Learning

09 Jun 2020 by [Liz Savage](#)

My kids have been home since March 14th. Sure, not technically home the whole time,

Emotional Support in Videos

With the CLASS tool, when we talk about Emotional Support, we're looking at the degree to which teachers develop positive relationships with children and are sensitive to children's needs. This would mean teachers are helping children develop an enjoyment of and excitement about learning, a feeling of comfort, and an appropriate level of autonomy.

You can see it in their videos when teachers are creating a Positive Climate and showing [Teacher Sensitivity](#) by:

Showing positive affect, through smiling and laughing

Using positive communication and showing verbal affection ("I really miss you")

Being aware and responsive to the fact that many children may be having a hard time at home

[Math Man - Positive Climate](#)

Many also bring in their family members to carry on routines like Morning Meeting that offer opportunities for student expression and student focus while bringing comfort.

[Morning Meeting- Emotional Support](#)

Classroom Organization

The Classroom Organization domain is broad but looks for ways the teacher organizes and manages the students' behavior, time, and attention. Now obviously the YouTube videos can't help prevent and redirect misbehavior while my daughter is at home (I wish!) but they can maximize learning time, have brief transitions, offer a variety of modalities, and keep students consistently interested and involved.

[Phonics lesson- Classroom Organization](#)

Notice how the teacher:

Offers a variety of modalities for engagement, including auditory, visual, and movement (tapping, pointing)

Brings in creative materials, using toys kids would use or play with

extending learning through feedback and scaffolding, and facilitate and encourage students' language. Of course, some of this is quite difficult to achieve in a video, like having frequent conversations or back-and-