

CD 31 Infant Toddler II Observation Assignment

You will need to observe a child in the developmental period – **infant toddler stage** (6 months up to 3 years of age). It must be in a licensed Child Care facility. You may need to have a TB test before observation. During your observation, you can observe from an observation room or sitting on a small chair in a corner of the room (or yard) so that you can best observe the child. The purpose of the observation is to be like “a fly on the wall” who watches but does not interact with the children during the observation period. Therefore, you should:

- avoid making eye contact or facial expressions that indicate communication with the children;
- wear comfortable but fairly plain clothes, avoiding things which might be of interest for a child (like a character tee-shirt);
- distance yourself so that you can see and hear the children but are not in their play area or personal space;
- respond in simple sentences to children’s questions about what you are doing, but do not invite further conversation (e.g. “I’m watching your classroom for an assignment for my college class.” or “I’m doing my homework.”);
- try to avoid staring at any one child so as not to make him/her uncomfortable.

For the observational report, you will spend a minimum of one (1) hour observing the selected child. You may need to complete more than one observation date or setting in order to gather information in all areas below. During your observation, you will complete a **running record** (attached). You may also need to take **anecdotal notes**. Running record notes should be written every 5 minutes or as child moves, changes activities, adding details you want to capture for your written paper. From these notes (anecdotal/running record) and your interpretation of observations, you will prepare a written report. Your written paper will be based on facts not opinions/feelings that you might have. **You should use chapters 7 through 14 from our textbook, Infant Toddler Foundations and developmental milestones as well as other outside sources to connect what you have observed to address the following:**

1. An introductory paragraph. Include identification of the developmental period, age/sex of the child you are observing, description of the child and date/location, and time frame of the observation. Share where you did your observation, describing the people present and setting briefly. *Use pseudonym or initial to protect child's identity.
2. Describe examples in each area of development that you observed. **(Relate relevant information from the textbook, developmental checklist, and outside readings that supports each of your statements. Remember to cite using APA formatting. This would also require a reference page.)**

Some examples include:

- a. Social-emotional development: dimension of temperament, attachment, social referencing, peer interactions, appropriateness of play, perspective-taking, social problem-solving, responses to a particular stimulus, expression of emotions, empathy for others.
- b. Physical development: general health status, reflexes, cephalocaudal and proximodistal development, gross and fine motor movements/activity, coordination, reference or comparison to motor developmental milestones.

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- c. Cognitive development: schemes, assimilation/accommodation, cause and effect, imitation, sounds they make, reasoning and understanding skills, problem-solving, processing of information, interaction with environment (Piaget), use of materials, imagination and creativity, curiosity and exploration.
 - d. Language development: expressive language, receptive language, vocabulary, use/functions of language, syntax, other communication, and speech quality.
 - e. Self-help skills/Adaptive behavior:, eating, self-regulation, mobility.
- 3. What evidence did you observe of Respect, Reflect, and Relate? Describe any guidance strategies and other interactions that adults utilized to promote children's physical, social-emotional, cognitive, and language development.
 - 4. What goals or plans of possibilities would you put into place for further growth?
 - 5. Describe how the physical environment was arranged and equipped to promote children's physical, social-emotional, cognitive, and language development.
 - 6. Attach your anecdotal, observation notes.

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Running Record Observation: Use the left hand column of your paper to record the time and setting, the middle column to record your specific observations and next the correlating developmental domain it relates to, and the far right hand column to record your comments. Observe and write a running record of one child. Starting time and ending time should equal at least 1 hour of time.

Time/Setting (At least every 5 minutes)	Observation (Facts- Remember details)	Developmental Domain	Comments (Could include opinions, I wonder's, areas you would like to understand better)

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