

FROM: Feeney, S., Christensen, D., & Moravcik, E. (2001).
 WHO AM I IN THE LIVES OF CHILDREN? Upper Saddle River,
 NJ: Merrill.

TABLE 5-1
 Selecting an Observation Method

In Order To:	Use:
Record a behavior or interaction or the achievement of a milestone	Anecdotal record
Ascertain how often a type of behavior occurs	Time sample
Understand why or when a particular behavior occurs	Event sample
Gather information about children's play preferences, individual progress, how materials and equipment are being used	Checklist, rating scale

FIGURE 5-3
 Example of a Running Record

Child: <u>John A.</u> Observer: <u>Lisa L.</u>		date: <u>10/10</u>
Time/ Setting	Observation	Comment
10:30 art area	<i>New play dough has been set out on the table. Each chair has a plastic placemat, a ball of dough, and an apron hanging over the back of the chair. The teacher has told the children at circle that new playdough is available.</i>	
	<i>J. runs to the table and sits down without putting on an apron and starts to pinch the ball of dough apart. The teacher says, "Hey J., I think you forgot something." J. smiles and says, "Oh yeah." He stands up and takes the yellow plastic apron and pulls it over his head. He is wearing it backwards (with the long part behind) but the teacher makes no comment. He sits back down and picks up the dough.</i>	<i>Complies with reasonable requests.</i>
10:35	<i>J. rolls a teaspoon sized "pinch" of dough into a ball. His eyes are fixed on the dough and his hands as he rolls. He rolls the dough with his right hand against the mat. He rolls and rolls the ball until it is a nearly-perfect sphere. Then, with a little smile, he picks it up and places it on the edge of his playdough mat and glances up at the other children.</i>	<i>Shows good fine motor coordination and persistence</i>
	<i>J. continues pinching and rolling little balls of dough and placing them along the edge of the mat. His eyes stay fixed on the dough. J. glances up after completing each ball but does not interact with the other children who are chattering to one another.</i>	<i>Doesn't seem too interested in the other children</i>
10:45	<i>When the entire big ball of dough has been turned into little balls, J. stands up and walks to the collage shelf. He picks up a container of straws and toothpicks and carries it back to the playdough table.</i>	<i>Seems to have a plan</i>
	<i>J. pokes a toothpick into the first ball of dough. Then he pokes another ball of dough onto the other end of the toothpick. He sticks a second toothpick into the second ball of dough and continues to link the balls with toothpicks. When he gets to the fourth ball of dough it falls apart.</i>	<i>Attempting to symbolize?</i>
	<i>J. says to the teacher, "Help me." And the teacher responds, "What are you trying to do?"</i>	<i>Uses adults as resources</i>

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FIGURE 5-4
 Anecdotal Record Form

Observations of <i>Jenni</i>	
Physical Development Observer/Date:	Social Development Observer/Date:
Emotional Development Observer/Date:	Creativity Observer/Date:
Language/Literacy Development Observer/Date:	Discovery and Thinking Observer/Date:

FIGURE 5-5
 Example of Time Sample

Children: Micah, Teddy, Philip			
Target: ✓ = engages in positive interaction x = engages negative interactions 0 = noninteraction * = initiates interaction			
Date: 3/3			
15 min. time sample	Micah	Teddy	Philip
0-3 min.	✓✓	0✓	✓
3-6 min.	✓*x*	✓*x	✓✓
6-9 min.	x*✓✓*	x✓	0✓*
9-12 min.	✓*x	0	x*✓
12-15 min.	✓✓✓	x✓	x✓✓*

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FIGURE 5-6
 Example of an event sample

Child's Name <u>Jay</u> Birthdate/Age <u>4.5</u>			
Observer <u>Gene</u> Date(s) <u>9/94</u>			
Date/Time	Preceding Event	Behavior	Consequence
9.24.94/7:48	J. was pouring juice at the snack table. He tipped over the paper cup and spilled a small amount.	J. set down the pitcher and struck out at the stack of paper cups, knocking them from the table.	The student aid quickly grabbed him in her arms and said, "It's OK, it was just a little spill."
9.26.94/8:07	J. entered the block area and began placing trucks from the shelf on the structure Pua and Jenny were building. Pua said, "You can't play."	J. ran from the block area past the art area on his way out the back door. On his way past the watercolor table he made a wide sweep with his arm and knocked over a cup of water	Ginger, the teacher who witnessed the block corner scene, followed him out. She took him in her arms and told him, "I bet it made you mad when Pua told you that you could not build with them."
10.6.94/7:55	J. placed his blanket in his cubby on top of a plastic container. The blanket fell out as he turned to walk away.	J. shoved the blanket back into the cubby and pulled the entire contents of the cubby onto the floor and ran out the front door to the gate.	Jim, who was greeting the children, followed him out and said, "Please let me help you get your blanket in straight."
10.8.94/8:15	J. was playing with the tinker toys. Jenny accidentally bumped his construction and several pieces fell off.	J. screamed at Jenny and said she was stupid. With a single sweep of his arm he knocked the pieces to the floor.	Lani, the assistant, joined him where he had thrown himself on the rug and gently rubbed his back until he calmed.

Table 12-2 Inventory of Motor and Self-Help Skills of Head Start Children

Child's Name _____ Date of Birth _____

Date of Test _____ Teacher's Name _____

1. Puts together 3-piece puzzle ___ Yes ___ No
2. Snips with scissors ___ Yes ___ No
3. Picks up pins or buttons with each eye separately covered ___ Yes ___ No
4. Paints strokes, dots or circular shapes on easel ___ Yes ___ No
5. Can roll, pound, squeeze, and pull clay ___ Yes ___ No
6. Holds crayons with fingers, not with fist ___ Yes ___ No
7. Puts together 8-piece (or more) puzzle ___ Yes ___ No
8. Makes clay shapes with 2 or 3 parts ___ Yes ___ No
9. Using scissors, cuts on curve ___ Yes ___ No
10. Screws together a threaded object ___ Yes ___ No
11. Cuts out and pastes simple shapes ___ Yes ___ No
12. Draws a simple house ___ Yes ___ No
13. Imitates folding and creasing paper 3 times ___ Yes ___ No
14. Prints a few capital letters ___ Yes ___ No
15. Copies a square ___ Yes ___ No
16. Draws a simple recognizable picture (e.g., house, dog, tree) ___ Yes ___ No
17. Can lace shoes ___ Yes ___ No
18. Prints capital letters (large, single, anywhere on paper) ___ Yes ___ No
19. Can copy small letters ___ Yes ___ No
20. Cuts pictures from magazines without being more than ¼ inch from edge of pictures ___ Yes ___ No
21. Uses a pencil sharpener ___ Yes ___ No
22. Folds paper square two times on diagonal, in imitation ___ Yes ___ No
23. Prints name on paper ___ Yes ___ No
24. Kicks large ball when rolled to him ___ Yes ___ No
25. Runs 10 steps with coordinated, alternating arm movement ___ Yes ___ No
26. Pedals tricycle five feet ___ Yes ___ No
27. Swings on swing when set in motion ___ Yes ___ No
28. Climbs up and slides down 4-6 foot slide ___ Yes ___ No
29. Somersaults forward ___ Yes ___ No
30. Walks upstairs, alternating feet ___ Yes ___ No
31. Catches ball with 2 hands when thrown from 5 feet ___ Yes ___ No
32. Jumps from bottom step ___ Yes ___ No
33. Climbs ladder ___ Yes ___ No
34. Skips on alternate feet ___ Yes ___ No
35. Walks balance beam forward without falling ___ Yes ___ No
36. Runs, changing direction ___ Yes ___ No
37. Jumps forward 10 times without falling ___ Yes ___ No
38. Jumps backward 6 times without falling ___ Yes ___ No
39. Bounces and catches large ball ___ Yes ___ No

FROM: Bentzen, W. R. (1993). SEEING YOUNG CHILDREN: A GUIDE TO OBSERVING AND RECORDING BEHAVIOR. Albany: Delmar.

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Table 12-1 Children's Behavior Checklist

Name _____ School or Agency _____

Age _____ Grade _____ Sex _____ Time of Day _____

Birthdate _____ Checker _____

Directions: Check only those statements which you feel are really true of the child. Do not guess if you are not certain.

1. () Vigorous and energetic in his attack on a project
 2. () Overcautious, not venturesome, afraid to attempt the untried
 3. () Nearly always accomplishes tasks in spite of difficulties
 4. () Voice animated, alive
 5. () Does not become fatigued easily
 6. () Poor in concentration

 7. () Merely copies other children's reactions, not original
 8. () Concentrates well at his task
 9. () Original and inventive reactions
 10. () Curious and questioning
 11. () Expresses himself well for his age
 12. () Resourceful in dealing with difficult situations
 13. () Poor use of language for his age
 14. () Patient
 15. () Absorbed; self-sufficient in his activity
 16. () Restless; a certain dissatisfaction with his own activity
 17. () Retiring; wishes to be in the background
 18. () Even-tempered
 19. () Frequently disturbed; easily upset by the disagreeable or the exciting
 20. () Seldom disturbed; sudden changes in mood infrequent
 21. () Slow to adjust to a novel experience
 22. () Original in play
 23. () Is easily distracted from task at hand
 24. () Gives up easily; lacks persistence
 25. () Submits to any child who takes the initiative
 26. () Dominates children of his own age (either sex)
 27. () Will submit to a specific child only
 28. () Submits to a leader only after a struggle to dominate
 29. () Is a follower to one specific group only
 30. () Occasionally dominates a group
 31. () Usually leads a small group
 32. () Decides who shall participate in the group activities
 33. () Can organize the activities of a group to carry out a definite purpose
 34. () Leads or follows as the occasion demands
 35. () Neither leads nor follows; plays alone
-

Child	Time Unit												Total	
	9:00		9:05		9:10		9:20		9:25		9:30			
Jamal														
Marty														
Dahlia														
Keith														
Rosa														
Cameron														
Hannah														
	P	A	P	A	P	A	P	A	P	A	P	A	P	A

PLAY WITH OTHERS
 P = Parallel
 A = Associative
 C = Cooperative

FIGURE 6.8 Time sampling of play with others involves defining the behavior and making a coding sheet to tally observations.

The Child Alone

Unoccupied Behavior. SH slowly walks from the classroom to the outside play area, looking up each time one of the children swishes by. SH stops when reaching the table and benches and begins pulling the string on the sweatshirt. Still standing, SH looks around the yard for a minute, then wanders slowly over to the seesaw.

Learning against it. SH touches the seesaw gingerly, then trails both hands over it while looking out into the yard. *(Interpretive comments: This unoccupied behavior is probably due to two reasons: SH is overweight and has limited language skills compared to the other children. Pulling at the sweatshirt string is something to do to pass the time, since the overweight body is awkward and not especially skillful.)*

Onlooker Behavior. J is standing next to the slide watching her classmates using this piece of equipment. She looks up and says, "Hi." Her eyes open wider as she watches the children go down the slide. P calls to J to join them but J shakes her head "no." *(Interpretive comments: J is interested in the slide but is reluctant to use it. She has a concerned look on her face when the others slide down; it seems too much of a challenge for J.)*

Solitary Play. L comes running onto the yard holding two paintbrushes and a bucket filled with water. He stops about 3 feet away from a group of children playing with cars, trucks, and buses in the sandbox and sits down. He drops the brushes into the bucket and laughs when the water splashes his face. He begins swishing the water around with the brushes and then starts wiggling his fingers in it. *(Interpretive comments: L is very energetic and seems to thoroughly enjoy his outside playtime with water. He adds creative touches to this pleasurable experience.)*

FIGURE 6.7 The narrative form of observation gives a rich sample of children's behavior; even though it risks teacher bias, it still records valuable information. (Courtesy Laura Hutton, Foothill College, Calif.)

FROM: Hendrick, J. (1998). TOTAL LEARNING. Upper
 SADDLE RIVER, NJ: Prentice-Hall, Inc.

FIGURE 7-1
 A Sampling of Some Social-Emotional Competences for 4-Year-Olds

Name _____												
Date of Birth _____												
	Not able to observe	Not yet accomplished	Accomplished	Highly accomplished	Not able to observe	Not yet accomplished	Accomplished	Highly accomplished	Not able to observe	Not yet accomplished	Accomplished	Highly accomplished
Social Competence												
Able to share teacher with others												
Willing to bargain to attain goals												
Able to share when he or she has enough for him- or herself												
Able to show or express concern for other people												
TOTAL												
Coping Techniques												
Able to express liking for other children and adults												
Able to express anger in a way that does not damage people or equipment												
Able to confront adult directly when adult has caused child to feel angry												
Able to maintain sustained friendships with other children												
TOTAL												
Self-Confidence												
Able to hold his or her own when challenged (confident, not unduly intimidated)												
Likes to try new things												
Takes criticism and reprimands in stride												
Able to adjust to change in routines or people in the center												
TOTAL												
Autonomy and Independence												
Enters into center activity within 10 minutes after mother's departure												
Spends more time with own age group than with adults												
Relates to more than one adult at school												
Appears independent—when given the opportunity, able to make decisions for him- or herself												
TOTAL												
GRAND TOTAL												
	Date: _____				Date: _____				Date: _____			
	Recorder: _____				Recorder: _____				Recorder: _____			

Note. From Santa Barbara City College Children's Center, 1975.

Language Assessment of Toddlers⁴

Child: _____ Age: _____ Date: _____

Does the toddler:

	Yes	No
1. Display an increasing receptive and expressive vocabulary?	_____	_____
2. Identify many objects, people, and pictures by pointing correctly or naming?	_____	_____
3. Correctly follow one-step and two-step directions given in sequence?	_____	_____
4. Use language to express needs and desires?	_____	_____
5. Sometimes use language with puppets, dolls, or other props?	_____	_____
6. Name most significant body parts on self and others?	_____	_____
7. Respond to stories and explanations by listening, commenting, or retelling?	_____	_____
8. Ask questions such as "what's that?"	_____	_____
9. Enjoy language exchanges with others; initiate, respond, and maintain verbal interactions?	_____	_____
10. Show some understanding of simple story themes and content by responding appropriately to simple queries?	_____	_____
11. Experiment with language by repeating new words, numbers, or rhymes?	_____	_____
12. Make three- and four-word sentences?	_____	_____

Discuss this learning activity with your trainer.

FROM: Dodge, D.T., Dombro, A.L., & Koralek, D. G. (1991).
CARING FOR INFANTS AND TODDLERS, VOL. I. Washington, DC:
Teaching Strategies.

⁴Adapted with permission from *Infant and Toddler Programs* by Christine Z. Cataldo, (Menlo Park, CA: Addison-Wesley Publishing Company, 1983), pp. 220-222.

CARING FOR INFANTS AND TODDLERS

Language Assessment of Mobile Infants³

Child: _____ Age: _____ Date: _____

Does the mobile infant:

	Yes	No
1. Use sounds to gain attention?	_____	_____
2. Understand statements such as "give it to me" or questions such as "where did it go?"	_____	_____
3. Look for a person or common objects when they are named?	_____	_____
4. Respond appropriately to words such as "up," "bye-bye," and "pattycake"?	_____	_____
5. Stop his or her activity when you say "no," "stop," or "come here"?	_____	_____
6. Use single words and gestures to indicate "mine," "see," or "more"?	_____	_____
7. Label some people or things?	_____	_____
8. Listen for brief periods to stories and picture books?	_____	_____
9. Use two words together in "telegraphic" sentences?	_____	_____
10. Carry out simple directions (for instance, getting a ball)?	_____	_____
11. Answer simple questions with "yes" or "no"?	_____	_____
12. Use some three-word sentences?	_____	_____

FROM: Dodge, D.T., Dombro, A.L., & Koralek, D. G. (1991). CARING FOR INFANTS AND TODDLERS, VOL. I. Washington, DC: Teaching Strategies.

³Adapted with permission from *Infant and Toddler Programs* by Christine Z. Cataldo, (Menlo Park, CA: Addison-Wesley Publishing Company, 1983), pp. 211-212.

Language Assessment of Young Infants²

Child: _____ Age: _____ Date: _____

Does the young infant:

	Yes	No
1. Coo and gurgle spontaneously?	_____	_____
2. Respond to a familiar voice?	_____	_____
3. Watch you when you speak?	_____	_____
4. Make noises in response to sounds that you make?	_____	_____
5. Laugh during play?	_____	_____
6. Know his or her name when called?	_____	_____

FROM: Dodge, D.T., Dombro, A.L., & Koralek, D. G. (1991).
 CARING FOR INFANTS AND TODDLERS, VOL. I. Washington, DC:
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²Adapted with permission from *Infant and Toddler Programs* by Christine Z. Cataldo, (Menlo Park, CA: Addison-Wesley Publishing Company, 1983), pp. 210-211.

FROM: Bentzen, W. R. (1993). SEEING YOUNG CHILDREN: A GUIDE TO OBSERVING AND RECORDING BEHAVIOR. Albany: Delmar.

appendix IV

Emotional Dependency Behavior: Time Sample Procedure

Observer's Name _____

Observation Setting (Home, day-care center, etc.) _____

Date _____ Time _____ Activity _____

Brief Description of Setting/Situation

Recording Intervals 1 2 3 4 5 6 Child

Behavior Signs

Proximity-Seeking

- FT Follows Teacher
- FC Follows Child
- CT Cries when Teacher leaves area
- RS Resists Strangers
- CT Clings to Teacher

Positive Attention-Seeking

- AT Seeks approval from teacher for specific acts done, work accomplished

Recording Intervals

- AC Seeks approval from child, for acts done, work accomplished
- GT Seeks general acknowledgement from teacher—no specific focus of efforts
- GC Seeks general acknowledgement from child—no specific focus of efforts

Negative Attention-Seeking

- WA Whines for attention
- CA Cries for attention
- TT Temper tantrum for attention, or if does not get attention
- DC Disrupts group activities to get attention

Definitions of Behavior Signs and Procedure

Proximity-seeking consists of behaviors that (1) serve to keep the child physically close to the teacher or another child, or (2) indicate anxiety or displeasure at being apart from the teacher or other child. "Clings to teacher" (or child) involves actual physical contact, whereas "follows" indicates being close without actually touching. "Resists strangers" implies stranger anxiety and an accompanying desire on the part of the child to be near a familiar adult or child. Proximity is sought for its own sake and for the emotional security it provides the child.

Positive and negative attention-seeking are more specific in their focus, even though they usually require the child to be at least momentarily close to the adult or another child. "General acknowledgement" refers to attention-seeking that has no specific focus or intent; the child simply wants an adult or another child to know he is there or that he has done something. He does not demand actual approval for his accomplishment; and so a mere "I see" from the teacher may be sufficient. Approval-seeking demands a more specific kind of acknowledgement from the teacher or another child—"Yes, John, that's very good!" may be the response John wants to hear.

Negative attention-seeking behaviors are behaviors that adults (and sometimes children) usually define as unpleasant or unacceptable. Whining, crying, temper tantrums, and generally disruptive behaviors are usually considered negative. The child who displays such behaviors often does so for their attention-getting value; he will even risk punishment, if that is a form of attention he is willing to accept, or if it seems to him to be the only way he can get attention when he wants or feels he needs it. These behaviors can be viewed as attention-seeking if the child stops the behavior when he receives the attention.

Procedure Observe for 10 seconds and note whether the child is displaying any of the behaviors listed on the observation sheet. Record the behavior using the coding abbreviations; give yourself 20 seconds to make the recording. Then move on to the next child; stay in column "1" until all the children have been observed once. Repeat this process until you have a total of six (6) separate recordings for each child. If you observe 10 children, it will take you five minutes to complete the first round of observations.

Always record the most complex behavior displayed by the child. For example, if the child follows the teacher to get her approval of a drawing she has just completed, mark the incident as AT, since the proximity-seeking only served the primary purpose of getting approval of the drawing.

appendix II

Social-Emotional Checklist

1. Initiation of Activity:

- Almost always involves self in constructive activity of own choice; often rejects suggestions.
- Occasionally needs help in initiating activity; accepts it readily.
- Frequently spends long period before initiating activity; sometimes may reject suggestion.
- Rarely initiates activities, or usually rejects suggestions.

2. Attention Span:

- Can stay with a chosen activity for very long periods, even returning the next day.
- Can remain with an age-appropriate task until it is finished.
- Needs encouragement to stay with task until complete.
- Rarely finishes task. Moves rapidly from one to another.

3. Curiosity:

- Interested in new ideas—words and relationships as well as things.
- Actively explores any new things in the room.
- Can be intrigued by really exciting things, but usually uninterested.
- Shows little or no interest in anything new.

4. Frustration Tolerance:

- Is inventive in solving practical problems. If he is completely blocked, shows mature behavior.
- Usually tries hard and accepts failure well, but if severely frustrated may behave immaturely.
- Sometimes reacts to mild frustrations by giving up, crying, or behaving aggressively.

_____ Unable to tolerate any level of frustration; gives up, cries, or behaves aggressively.

5. Relationship with Teacher:

_____ Self sufficient; may volunteer help or support to teacher.

_____ Warm relationship, but asks for help or attention only when appropriate.

_____ Sometimes requires unusual amount of help or physical contact; or seeks attention through silly or wild actions; or is occasionally aggressive toward teacher.

_____ Continually seeks help, contact, or attention; or frequently behaves aggressively; or ignores teacher entirely (but clings to avoid some situations).

6. Acceptance of Routines and Limits:

_____ Understands and obeys intelligently even when teacher is not present.

_____ Usually conforms to limits and routines but can deviate easily when appropriate.

_____ Frequently tests limits; or fails to follow routines; or somewhat anxious about changes in routine.

_____ Testing of limits and resisting of routines continuous problem; or compulsive about routine, becomes anxious at any deviation from schedule.

7. Reactions to Adults Other Than Teacher:

_____ Interested in new adults; will take lead in conversation but not try to monopolize.

_____ Does not initiate contact but will accept it and leave room with adult if teacher tells him to do so.

_____ Will not respond to initiation; or refuses to leave room until he knows person well; or overly eager for attention from strangers.

_____ Cries or hides when stranger approaches; or makes immediate demands for exclusive attention from new adults.

8. Interaction with Other Children:

_____ Initiates cooperative play regularly.

_____ Occasionally initiates play and usually accepts initiation from others.

_____ Often rejects advances of others; or plays more alone than with others.

_____ Avoids other children most of the time.

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FROM: Bentzen, W. R. (1993). SEEING YOUNG CHILDREN: A GUIDE TO OBSERVING AND RECORDING BEHAVIOR. Albany: Delmar.

Observation Exercise 16-1

**Physical/Motor Characteristics and Skills of the Infant or Toddler
(One to Twenty-Four Months)**

Observer's Name _____

Child Observed (code name or number) _____

Child's Age _____ Child's Sex _____

Observation Context (Home, day-care center) _____

Date of Observation _____ Time Begun _____ Time Ended _____

Brief Description of Setting/Situation _____

Objective (1): Physical Characteristics

Total Length of Child _____ Weight of Child _____

Length of Head _____ Ratio of head to total body length _____

Length of Trunk _____ Ratio of Head to Trunk _____

Describe the characteristics of the following:

HEAD AND FACE (shape, eyes, ears, mouth, nose, etc):

TRUNK (e.g., size in relation to head, overall appearance, etc.):

ARMS AND LEGS (positioning, shape):

HANDS AND FINGERS:

Comparisons with Newborn (These may be made using published norms if actual observations of a newborn are not possible or wanted):

Length:

Weight:

Ratio head to total body length:

Ratio head to trunk:

Child's height and weight relative to norms cited:

Objective (2): Motor Skills of the Infant (1-24 Months)

Observer's Name _____

Child Observed (code name or number) _____

Child's Age _____ Child's Sex _____

Observation Context (Home, day-care center) _____

Date of Observation _____ Time Begun _____ Time Ended _____

Brief Description of Setting/Situation _____

Event Sampling

Objective Behavioral Description
(Note specific behaviors observed)

Interpretation

Comparison of Infant's Functioning
With Age Norms:

Objective (3): Fine Motor Abilities
(If children were tested by observer, describe how they were persuaded to perform)

Fine Motor Task Description of Response

Child 1: (Age

Stacking Blocks

Picking Up Raisin

Putting Blocks in Container; Removing Them

Stringing Beads:

Response to Playdough:

Scribbling with Crayon:

Turning Pages:

Hand and Leg Preference:

Indications of Tool Use:

Child 2: (Age)

Stacking Blocks

Picking Up Raisin

Putting Blocks in Container; Removing Them

Stringing Beads:

Response to Playdough:

Scribbling with Crayon:

Turning Pages:

Hand and Leg Preference:

Indications of Tool Use:

Comparison (Similarities) of Child 1 and Child 2:

Contrast (Differences) Between Child 1 and Child 2:

Gross Motor Abilities

Child 1: (Age)

Event Description

Walking

Running

Climbing Stairs

Walking Sideways, Backwards

Jumping From Low Height (one step)

Other (crawling, creeping, scooting, etc.)

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Part Three

Child 2: (Age)

Event	Description
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Walking

Running

Climbing Stairs

Walking Sideways, Backwards

Jumping From Low Height (one step)

Other (crawling, creeping, scooting, etc.)

Comparison of Child 1 and Child 2:

Contrast Between Child 1 and Child 2:

Question Guides:

The following questions use language that seemingly emphasizes the observation of two infants. If you cannot perform that objective, simply refer to the questions in terms of one infant; none of the meaning will be lost.

1. If you observe a toddler, does he or she possess any physical-motor characteristics that might explain the term "toddler"?
2. What is the *overall* character or quality of the two infants' large muscle actions? generally smooth and accurate, or rough and imprecise? How do they differ? What differences would you predict based on their respective ages or developmental levels?
3. Are there large muscle actions that the infants perform easily and others they have difficulty with? Is there any apparent relationship between their abilities and the kinds of activities they choose? That is, do they try things that they do not do very well, or do they seem to stay with those activities they do best?
4. Do the infants show any signs of preferring one foot over the other? one hand over the other? If so, how do they demonstrate their preference (e.g., kicking a ball, the foot they lead with when stepping up a stair, the hand they use to pick up objects)?
5. How many blocks can the infants stack? What best characterizes their efforts to stack blocks? quick and sure? slow and uncertain?
6. When picking up a small object such as a raisin, which fingers do the infants use? What part do their thumbs play? Are they at first unsuccessful in their efforts and then succeed by changing their approach or grasping style?
7. Are there any differences between the way the infants grasp a large object such as a block and a small object such as a raisin?
8. How do their large and fine motor skills compare with the norms for children their age? What skills or responses would you predict they could do fairly well, and which would you predict they could not do at all? Can you rank them in order of increasing difficulty, based on the norms provided, and then rank order them based on how well they actually performed? How do the two rankings compare with each other?
9. What locomotor skills do the infants exhibit? If an infant is just beginning to walk, what proportion of time does she spend walking as opposed to crawling or creeping?
10. Which of Faw and Belkin's phases of reaching and grasping development describe the two infants? On what specific behaviors do you base your conclusion?