You will need to observe a child in the developmental period – **infant toddler stage** (6months up to 3 years of age. You may observe your own child, a child of a friend/family member, a child in a childcare center, or a child via video (if you choose the video option, you must have the video approved by the course facilitator first). 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 1 through 7 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/gender 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.

* 1. **In a 2-3 page paper (not including your observation notes)**, you will 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.**

Some examples include:

* + 1. 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.

* + 1. Physical development: general health status, reflexes, cephalocaudaland proximodistaldevelopment, gross and fine motor movements/activity, coordination, reference or comparison to motor developmental milestones.

* + 1. 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.

* + 1. Language development: expressive language, receptive language, vocabulary, use/functions of language, syntax, other communication, and speech quality.

* + 1. Self-help skills/Adaptive behavior:, eating, self-regulation, mobility.

* 1. Describe how the physical environment was arranged and equipped to promote children’s physical, social-emotional, cognitive, and language development.
	2. What evidence did you observe of *Respectful*, *Responsive*, and *Reciprocal* interactions? Describe any guidance strategies and other interactions that adults utilized to promote children’s physical, social-emotional, cognitive, and language development.

* 1. What goals or plans of possibilities would you put into place for further growth?

 \*Based on all of the above categories, if you wrote a paragraph for each section, **you would be submitting a nine-paragraph document, not including your observation notes.**

* 1. Attach your anecdotal observation notes and running record.

**RUBRIC:**

You will earn up to:

* **10 points** for submitting your observation notes (running record and anecdotal notes which reflect at least one hour of observation, are detailed, and are objective, where applicable)
* **90 points** for the written paper (10 points per paragraph, including thorough details and examples for each required section):
	+ Intro paragraph
	+ Examples of socio-emotional development
	+ Examples of physical development
	+ Examples of cognitive development
	+ Examples of language development
	+ Examples of self-help/adaptive behavior
	+ Describing the physical environment
	+ Describing evidence of the Three R’s
	+ Goals/plans for further growth

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

Comme

nts

(

Could include opinions, I wonder's,

areas you would like to understand better)

 Anecdotal Notes:

Time/Setting

(

At least every

5

 minutes)

Observation (Facts

-

Rememb

er details)

Developmental

Domain

Comments

(

Could include opinions, I wonder's,

areas you would like to understand better)

 Anecdotal Notes: