**Directions for Observation of Infants and Toddlers 0-35 months**

This observation provides an opportunity to demonstrate your ability to observe young children, in this case, infants and toddlers, to identify developmental stages and milestones, and to use the frameworks of well-recognized child development and early childhood education theories to analyze what is observed. You will submit a written report focused on typically developing infants and/or toddlers ages 0-35 months.

**Observation and Report Guidelines:**

* You will use the following link to locate videos which can be used for this assignment.

Source for videos for observations

<https://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation>

The videos of **Gabby, Gabby** and **Nicholas, Lilly,** and **Profitt** are appropriate for this assignment.

* Analyses are to be based on what is seen during the observation time for this report and not from previous knowledge of child development.
* Observations do not have to be completed in one sitting or from a single video. Continue to observe until you have clear examples for each of the required parts of this report. Estimated time to gather data is  2-3 hours.
* A google doc format template is provided. Use the template to ensure correct format and that all items are included.
* Finished papers are typically about 4 pages long.

**Section 1: Observing and Analyzing Behaviors and Interactions**

**A. Physical Development 6 pts:**

In a numbered list, describe the physical skills and abilities of the children observed for this report. Protect their identities, do not include children’s real names in the observation. **Provide an analysis of one child.** Use the format as follows:

**Child**

1. Age and gender
2. List 2 fine motor skills or milestones
3. List 2 gross motor skills or milestones
4. Compare this child’s abilities to typical expectations. Using the developmental milestones described in the text for this age child, name the expectation/milestone, state what you say, then state your opinion of how the child’s skills compare to the expectations. Avoid subjective language such as “the child is doing great”. Be specific about how their ability aligns with the expected milestone.

\*\*It is acceptable to use more than one child to document your responses for each of the above if you feel it is the best way for you to document your understanding.

**B. Cognitive Development 6 pts:**

Observed behaviors will be analyzed in relation to Jean Piaget’s Sensorimotor stages. Connections will be explained by identifying a common characteristic of the stage. Make sure to pay attention to the general ages for each stage. Avoid assigning a stage that is typically identified with an infant either much older or younger than the infant you are observing. It is possible that children on the older end of the range might begin to demonstrate characteristics of Piaget’s Preoperational stage but those will not count for this observation. Focus your report on characteristics of the Sensorimotor stages.

**Analysis of one child is required.** This can be the same child you observed for the physical development section or it can be a different child. Format as follows:

**Child**

1. Child’s age (reminder, do not use observations of children who have already had their 3rd birthday)
2. Identify the substage of sensorimotor development that the infant or toddler demonstrates
3. Describe the child’s behaviors that helped you make your identification

**C. Language Development (12 pts)**

The purpose of this section is not only to identify language milestones but also to build your awareness of how caregiver responses influence children’s development.

**Analysis of one child/adult pair is required.** This can be the same child observed for any previous section or it can be a different child and caregiver. Format as follows:

**Pair #1**

1. **Milestones**
2. State the child’s age (make sure they are between 0-35 months)
3. Identify the language milestones exhibited using expectations from the course content and compare their language development to typical expectations for a child of that age. Include a sample of what the child or did that helped you make your decision.

**B**. **Caregiver Influence on Language Development**

1. Write out the interaction. Your record must include the verbal and nonverbal responses of both the child and the adult, like a short script.
2. State whether you felt the adult was supporting or inhibiting language development (pick one). If they were supporting language development, describe the strategy they used and why it supported language development. OR If they were detracting from language development suggest a strategy they COULD have used

**D. Influences on Social and Emotional Development 12 pts**

In this section, observed interactions will be analyzed in relation to Erik Erikson’s first two stages of psychosocial development. You will observe parents and caregivers interacting with their infants and/or toddlers.

The purpose here is to identify the influence that parents and caregivers have on the social and emotional outcomes of children. You will describe interactions between adult and child that could promote either trust or autonomy depending on the ages of children you observed, and interactions between adult and child that could lead to mistrust or shame or doubt, again, depending on the ages of the children you observed. Generally, before a child is walking their stage is likely trust vs. mistrust and once they start walking their stage is autonomy vs shame and doubt. Use that guideline to identify your stages accurately in relation to the age of the child. You have a total of four examples. Format as follows:

**Pair #1**

1. State the age of the child (make sure they are between 0-35 months)
2. Describe the interaction. The interaction must include both the verbal and nonverbal actions and responses from both the child and the adult. Again, kind of like a little video transcript.
3. Provide a 1-2 sentence explanation, focused on the caregiver’s behavior or response that identifies the part of their behavior or response that is likely to influence the child’s social-emotional development.

Include, in **bold** type, the name of Erickson’s stage in your explanation (Trust or Autonomy or Mistrust, or Shame/Doubt). If you find yourself writing about how the child feels… back up and redo. See the sentence prompt in the sample below. This is an analysis of THE CAREGIVER’s behavior.

***Sample***

1. ***Age:*** *2 years 8 months*
2. ***Interaction:*** *After putting the little girl in the baby swing, the teacher tries to buckle her but the child became upset and said “NO! Me do it” Teacher said “All right, you do it, tell me when you’re ready and stood near with an encouraging look on her face. The child struggled for some time but eventually clicked the two buckles together and exclaimed “ready!” and the teacher said “you did it!” okay let’s swing now.*
3. ***Explanation:*** (Start your sentence with “By the caregiver ...” to help you make sure your focus is correct) *By the caregiver allowing the  child to try, and having the patience to give the child enough time to succeed they can promote* ***autonomy****.*

**Section 2: Reflections (6 pts)**

Include the question with your answer in **bold** type.

1. Based on what you observed for this assignment, what was one thing about infants or toddlers’ abilities, actions and/or reactions that interested or was new to you?
2. Based on what you observed for this assignment, what is one thing you might say about the impact of the caregiver’s influence on a child’s psychosocial development?
3. Describe at least one thing you learned from this assignment that you might use yourself, or share with others that would promote positive development for infants and toddlers.

**The overall quality of writing and use of format (3 pts)**

Total possible points 45