

CLDDV 167: Observation and Assessment

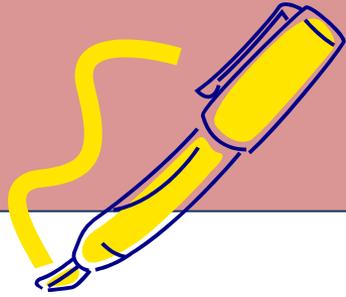
Monday/Tuesday 6:00 p.m. – 8:35 p.m. Muir 159

June 10, 2015

Instructor: Linda Stephan

Agenda

- ❖ Announcements
- ❖ Continue Intro to Observation
- ❖ Break
- ❖ In class activities



Getting Started

- ❖ Sign in on sign-in sheet at the beginning of each class
- ❖ Choose a folder and put your name across the top
Write last name first....(Stephan, Linda)
On the left inside pocket write: to be graded
On the right inside pocket write: Graded
- ❖ Make a name card for your desk area
front and back
- ❖ Fill out student information sheet



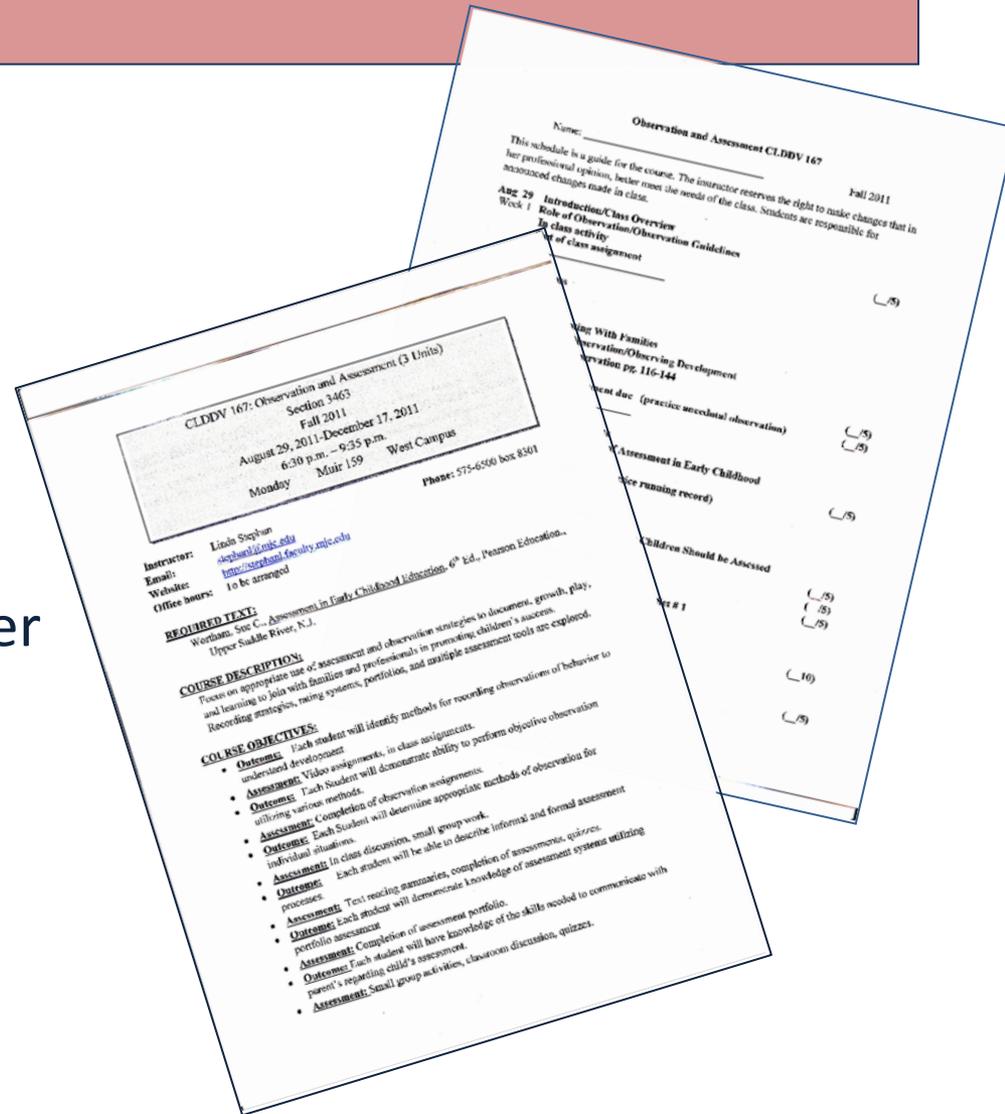
Class Overview

❖ Syllabus

❖ Calendar of Assignments

❖ Agreements & Commitments

❖ Introduce yourself to two other students in class.



Announcements

- **This message is being sent on behalf of Laurie Hatch, CDTC Coordinator:**
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- At the beginning of each semester, students are invited to apply for participation in the Child Development Training Consortium book loan and tuition reimbursement program. The eligibility criteria are:
 - Working with children birth through 5 in licensed early learning setting
 - Working with children in before and after school care
 - Providing Family child Care
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- If you are eligible, please go to this website, <http://fcs.sites.mjc.edu/>
- scroll down on the left side of the page until you see **CDTC Participant Profile**
- and click on the instructions.
-
- If you have questions, please contact Laurie Hatch.
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- Laurie Hatch (formerly known as Laurie Prusso)
- Professor of Child Development
- Modesto Junior College
- Phone 209-575-6343
- FAX 209-575-6989

What is Observation?

Everyday we are expected to make decisions

We evaluate our situations and make inferences as a result

Our decisions and our judgments are often based on
information that we perceive through our environment

What is Observation?

We make observations in a variety of settings where we view people behaving in a variety of ways.

We take into consideration...

Interactions between individuals

Outcomes of interactions

The physical setting where interactions occur

The nature of the tasks involved

What is Observation?

This process allows us to gather
and interpret
information of which we
we make decisions by.
The validity and accuracy varies.

What is Observation?

What is Observation?

<http://www.youtube.com/watch?v=LRpDilztRBE>

What is Observation?

The child observer must be aware of the distorting influence of subjective feelings and intuitive reactions on the observation process.

Consider: Individual perceptions

Cultural norms

Developmental influence

What does objective mean?

ob·jec·tive

əb'jektiv

adjective

synonyms:

adjective: **objective**

1.1.

(of a person or their judgment) not influenced by personal feelings or opinions in considering and representing facts.

"historians try to be objective and impartial"

impartial, unbiased, unprejudiced, nonpartisan,
disinterested, neutral, uninvolved, even-handed,
equitable, fair, fair-minded, just, open-minded,
dispassionate, detached, neutral

What is Observation?

- Observation is a systematic, scientific way of looking at behavior.
- It requires guided observing of consistent observable events.
- It is an unobtrusive way to gather a great deal of information.
- It allows teachers to make educational decisions based on a knowledge of each child's intellectual, physical, social, and emotional development.

What does subjective mean?

sub·jec·tive

səb'jektiv

adjective

adjective: **subjective**

1.1.

based on or influenced by personal feelings, tastes, or opinions.

"his views are highly subjective"

synonyms:

personal, individual, emotional, instinctive,
intuitive

What is Observation?

- ❖ Observation involves intentional watching of children in a wide variety of circumstances that are representative of the child's behaviors and skills demonstrated over time

What is Observation?

- ❖ Observation relies on demonstrated performance during real activities, not actions that are contrived or unnatural

Why Observe?

❖ Observation of daily, ongoing classroom/home performances and typical activities of the child lead to a wealth of reliable information. Valid observations do not place children in artificial situations, interfere with normal learning and developmental experiences in the classroom, or distract children from their natural learning processes.

Why Observe?

- ❖ Observation is the most direct method for how we get to know children

We learn about children's...	Allows teacher to...
Interest	
Abilities	
Behavior	
Needs	
Temperament	
Coping skills	
Know child as an individual separate from the group	

Why Observe?

- ❖ Observation is the most direct method for how we get to know children

We learn about children's...	Allows teacher to...
Interest	Plan meaningful curriculum
Abilities	Able to choose appropriate materials for the environment
Behavior	Anticipate response
Needs	Know each child's level of development
Temperament	Provide additional resources/Adaptions
Coping skills	Respond appropriately
Know child as an individual separate from the group	Know child's strengths and weaknesses

Why Observe?

- ❖ Observation can be used...
 - 1) To understand behavior
 - 2) To evaluate children's development
 - 3) To evaluate learning progress

Why Observe?

Understanding children's behavior

- ❖ Language is not yet mastered in young children.
- ❖ Young children may be unable to express themselves clearly.
- ❖ They speak through their actions and behaviors.
- ❖ Observing children daily is one of the most accurate ways of understanding children's behavior. "on the spot recording"
- ❖ Supports Second language learners.
- ❖ Observation of children at play reveals how social development is progressing.

Why Observe?

Evaluating Children's Development

- ❖ Observation is specific to developmental domain: physical, cognitive, social, and emotional, language, adaptive.
- ❖ To make an initial assessment of development.
- ❖ To create goals and individual plans based on needs.
- ❖ Connect to Curriculum .

Why Observe?

- ❖ To report to specialists in health, speech, mental health.
- ❖ For infants and young toddlers, observation is the primary means to interpret the meaning of their behavior.
- ❖ Observing children with disabilities in play has been identified as an effective way of assessing a child's skills and abilities.

Why Observe?

❖ Vygotsky's Zone of Proximal Development

Observe child's skill level of what they can do on their own and what they can do with some assistance.

<https://www.youtube.com/watch?v=YKqRNGEm3PA>

Teacher's Role

- ❖ Teachers are detectives gathering clues
- ❖ Teachers are scientist conducting research
- ❖ Teachers require a skill set that supports objectivity and accuracy.
- ❖ Teachers need to Know what to look for, how to record information, and how to explain the behavior.
- ❖ Teachers can track info. and respond by making changes to the environment, providing new challenges and opportunities.
- ❖ Doing and Reflecting.

Challenges of Observation

- ❖ Not enough time
- ❖ I have it all in my head
- ❖ misinterpretation leads to more challenges
- ❖ Not sure how to organize or create a system
- ❖ I get things all ready and the child moves

Observation

Guidelines

- ❖ Get close enough to hear
- ❖ Be unobtrusive; don't interfere with the child's play
- ❖ Keep observations confidential
- ❖ Observe at different periods of time/day
- ❖ If asked by children, respond

Avoiding Bias

- ❖ Avoid personal opinion when analyzing data
- ❖ Keep an awareness of your own background and experiences

We have opinions of how children should act based on our own upbringing.

We fall back on a sense of how children should behave rather than what research tells us regarding how they “do” behave.

- ❖ Be aware of your perception of environment
- ❖ A short visit/limited observation can result in inappropriate bias

Types of Observations

Anecdotal Record

- ❖ A written description of a child's behavior
- ❖ An objective account of what happened, where it happened, and when it happened
- ❖ Observer uses judgment to decide what to include or exclude
- ❖ Short, brief account of a single event
- ❖ Anecdotes include enough facts that another reader can picture the child's actions

Anecdotal Records

“ ...a single observation cannot and should not lead to solid conclusions about a child’s motivations or behavior. Rather, it should serve to develop hypotheses that needs to be tested with subsequent observations.”

Marjorie J. Lostelinik, et al., (2007) Developmentally Appropriate Curriculum

Anecdotal Records

Anecdotal Records include

- ❖ context of observation
- ❖ known stimulus
- ❖ whose involved
- ❖ direct quotes
- ❖ child's behavioral response
- ❖ written in past tense
- ❖ Comments or interpretations are to be written separately

Anecdotal Records

Example:

Anecdotal record of Prosocial Behavior

Child's Name: Peter Montoya

Date: 9/12/11

Time: 10:15 a.m.

Observer: Melissa Tucker

Setting: Classroom Art Area

Age: 4.2

Peter and Sylvia were seated next to one another at the art table. Both children were drawing on separate papers with markers.

Sylvia looked at Peter's drawing and said, "You need a sun." She began to add a sun to Peter's picture, using an orange marker.

In a raised voice Peter stated, "Hey, don't do that. I don't need a sun!"

Sylvia took her hand away and said, "Okay, Okay."

Peter said, "Okay." The children continued to draw side by side.

Interpretation: Peter knows how to express his emotion using words. Sylvia responded to Peter's verbal message in a way that satisfied him.

Anecdotal Records

Characteristics of anecdotal records

1. The anecdotal record is the result of direct observation
2. The anecdotal record is a prompt, accurate, and specific account of an event
3. The anecdotal record includes the context of the behavior
4. Interpretations of the incident are recorded separately from the incident
5. The anecdotal record focuses on behavior that is either typical or unusual for the child being observed
6. The anecdotal record has a beginning, middle, and end.

Anecdotal Records

Advantages

- ❖ Effective
- ❖ Quick and easy to use
- ❖ Does not impose on children
- ❖ Reflection opportunities

Disadvantages

- ❖ May not be enough information
- ❖ Teachers need to develop a system

Anecdotal Record

Joshua (4 yrs. 3 mos.)

Joshua was very bad today at circle time. He never listens or sits still. He always wiggles and disturbs his neighbor, and I have to sit with him and hold him all the time.

Anecdotal Record

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Joshua was very **bad** today at circle time. He **never** listens or sits still. He **always** wiggles and **disturbs** his neighbor, and I **have** to sit with him and hold him **all** the time.

Anecdotal Record

Joshua (4 yrs. 3mos.)

Joshua jumped up and down from his seat at circle time, sitting still for approximately one minute at a time, and then getting up and standing or walking away. Each time, I brought him back to the circle and sat him back down. When sitting, he poked the child next to him and talked to him. I sat down with Joshua and asked him if he would sit on my lap. He agreed. He leaned against my chest, sucked his thumb, and looked toward the direction of the story for five minutes.

Anecdotal Record

Words and Phrases to avoid when writing an anecdotal

- The child loves... He does ...very well...
- The child likes... She is bad at...
- He enjoys... This is difficult for...
- She spends a long time at...
- It seems like...
- It appears ...
- I thought...
- I felt
- I wonder

Anecdotal Record

Words and phrases to Use

- He often chooses...
- I saw him... She consistently...
- We observed a pattern of ...
- I heard her say...
- He spends five minutes doing...
- She said...
- Almost every day he...
- Once or twice a month, she ...
- Each time, he...

Anecdotal Observation

- Elijah (3 yrs. 9 mos.)

Elijah is in the block area. He has several animals in his hand. Several other children are in this area with him. He runs around in circles with the animals, and another child chases him. He laughs and screams, “You can’t catch me.”

Anecdotal Interpretations

Facts

- Elijah is in the block area
- He has several animals in his hand
- Several children are in the area with him
- He runs around in circles with the animals in his hand.
- Another child is chasing him
- He laughs and screams
- He said, “ You can’t catch me”

Possible Interpretations to consider

- Is he out of control and desperately needing adult intervention to help him settle down?
- Is he running off extra energy that day?
- Is he that energetic everyday?
- Is he a threat to other children in the area?
- Is he merely expressing his joy and exuberance?

Anecdotal Observation

- Thinking of observations as research
- Teachers can/do interact with children while writing anecdotal observations
- Teachers can ask open ended questions to gain more insight.

“What made you decide to feed the fish now instead of at the end of the day?”

“Adding water to the sand really changed what you could do with the sand. What did you want to happen when you added the water?”

Running Records

Running Record

- ❖ Detailed narrative of a child's behavior that includes the sequence of events
- ❖ An attempt is made to record every thing that happened and that was said during the observation period
- ❖ Running records can include a time period over a few minutes to a few weeks or months

Running Record

Running Record

- ❖ Task is to record the situation so that future readers can visualize what occurred
- ❖ Running records are written objectively
- ❖ Require observer to be fully focused
- ❖ Written in present tense

Running Record

Advantages

- ❖ Can be adapted for different uses
- ❖ Provide more information than an anecdotal
- ❖ Provides snapshot of what occurred over time
- ❖ Teachers can observe behaviors in a natural setting.
- ❖ They can serve as a basis for further assessment or to validate other assessment measures.

Running Record

- ❖ They can be fairly objective
- ❖ Teachers can use them to observe interactions between children.
- ❖ They can be used with more than one child at a time.
- ❖ Teachers can document small changes in behavior.
- ❖ They can be used to develop learning experiences for particular children.

Running Record

Disadvantage

- ❖ Running record take time and training to do them
- ❖ Teacher coverage needs to be arranged
- ❖ Teacher cannot engage with children while recording
- ❖ Observer can miss important information when recording because behaviors are not seen in context.
- ❖ Observers can overestimate the frequency of occurrence of certain behaviors based on a small sample of time

Frequency Counts: Tally of Targeted Behavior

Child's Name:	Behavior:	When:
John Smith	Aggressive interactions with other children: Biting, spitting, kicking	During center activity time 9:40-10:30
Where: Classroom	Observer: Jane Siegel	Dates: 8/15/11-8/ 19/11
Days:	Tally:	Total:
1		6
2		4
3		3
4		1

Frequency Counts: Tally of Targeted Behavior

Daily Schedule	Child: Amy Jean	Age:4.2	Behavior: Hitting
7:00 – 8:00	Greetings, free choice activities, breakfast		
8:00-9:00	Large Group activities		
9:00-10:30	Outside free flow		
10:30 – 11:00	Large group story time		
11:00 – 11:30	Lunch		
Date: 9/10/11	Observer: Teacher Sharon		

Checklist
Gross Motor Skills Group assessment
Three Year Olds

	Joey	Suzy	Sammy	Frank
Catches ball with arms extended	X		X	X
Throws ball underhand				
Completes forward summersault		X		X
Hops on one foot				
Throws ball without losing balance	X			

Chapter 5 Questions

- List the 5 Characteristics of an anecdotal record:
- List two advantages of an anecdotal observation:
- List two disadvantages of an anecdotal observation:
- Write one purpose for observing physical dev:
- Write one purpose for observing social and emotional development: