Anna is sitting on her sleeping bag eating a bag of popcorn with her pop beads right next to her. She then got up and went to look at the bunny rabbit, and then went and sat back down and ate more of her popcorn. She picked up her pop beads and started putting them together. She broke of a few, and then started to laugh. She then went over to the puzzle area and started taking out the pieces of the clock puzzle. “Anna we need to be sitting on our sleeping bag” Miss Jena said. Anna started to cry and came over to me for a hug. Miss Jena then went and put her on her sleeping bag. Anna sat on her sleeping bag and continued to eat some of her popcorn and held on to her pop beads. She then got up again, and went to the Lego center. She started to take the lid off when Miss Jena said, “Anna it is not time to play, we need to sit on our sleeping bag” and went and put her back on her sleeping bag. She began to cry and Miss Kaitlyn went to go sit with her. Miss Kaitlyn said, “Anna its okay, but we need to stay on our sleeping bag or you will wake our friends up. Let’s play with your pop beads” Anna then stopped crying, and sitting on Miss Kaitlyn’s lap, she started playing with her pop beads. After a little while Anna got up, walked to the table and started watching Miss Jena clean the trash can, “Anna got sit back down with Miss Kaitlyn, and she started to cry again. Miss Kaitlyn came and took her back to her sleeping bag and she started asking her the colors of the pop beads. Anna whispered the colors, “red, blue, green” she then seemed to have gotten distracted when she looked at another child who was singing a song in their sleeping bag. Anna said to Miss Kaitlyn, “up” and Miss Kaitlyn replied, yes now we can get up.

**Time Sampling**

|  |  |  |
| --- | --- | --- |
| **Behavior being observed** | **Occurrence of behavior** | **Total** |
| Crying | IIIII IIII | 9 |
| Changing Activities | IIIII IIIII III | 13 |
| Wanting to be held | IIIII I | 6 |
| Laughing | IIII | 4 |

WEEK 6

Observation / Analysis #4 Directions

{Please help me with grading your observations. When you save your documents, name EACH document with which observation it is (Vicki.observation 1.doc) and include the questions as you answer them in your document.}

***OBSERVE:*** Each week write ***two*** observations of the child you will be working with.

1. **ONE** will be a **running record**
2. The other will be **any** observation of your choice:

* TIMED SAMPLING: Observations taken at set intervals.
* TALLIES: Provides a record of how often behavior happens over time.
* EVENT SAMPLING: (Incident Records) Documenting exactly what happens during a particular event, daily.
* CHECK LIST: The simplest form of observation where the observer checks off listed behaviors.
* NARRATIVE: A written summary of the conclusions of the observations or activities of the day.
* ANECDOTAL RECORDS: Teacher records observations of child’s behavior.

Helps test hunches about reasons for behavior.

Identify conditions that reinforce behavior by noticing what happens prior to behavior.

Gain feedback about what children may have learned from a presentation.

* PORTFOLIO OF CHILD-*A COLLECTIONS OF THE CHILD’S WORK, AND PICTURES OF THE CHILD, INCLUDING OBSERVATIONS ABOUT WHAT THE CHILD IS DOING IN THE PICTURE.*

*PORTFOLIO PROVIDES:*

A way to communicate with parents.

A way to assess individual progress.

Evidence for teacher accountability.

May contain teacher observations & notes.

PORTFOLIO CATEGORIES

Emerging Literacy: Letters, reading, computers.

Creative Arts: Art work

Science & Math: Science activities, math and small manipulatives.

Social Skills: Dramatic play & Friends.

Large Motor: Outdoor play, & blocks

Special Events: Birthdays, Christmas, Field Trips.

1. Be objective and complete.
2. Include what the child did and said/vocalized.

***ANALYZE***

Next, analyze each type of observation by answering the following questions:

1. Why did you choose this activity to observe? Explain what the purpose was. (Why did you choose to observe during lunch? Outdoor time? etc. Were you watching for clues about certain skills or development?)
2. What did you learn about the child’s ability in this observation? Explain.
3. What was the child learning during the process (what language/vocabulary, cognitive discoveries, social-emotional strengths, etc. was being promoted)?

Use the observation templates provided. (Scroll Down)

Submit each observation record and analysis to your instructor to the gradebook.

Be sure to save the observation with your name (VickiObservation1)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week 6: Observation #4 | | | | | | | | | |
| NWTC Student Name | | | Courtney Harder | | | | | | |
| Date Observed | | | October 17th | | | | | | |
| Date Due to Gradebook | | | October 21st | | | | | | |
| Running Record  (Type the Running Record in the box below) | | | | | | | | | |
| Start Time: | | 2:00 pm  2:20 pm | | | | | | | |
| End Time: | |
| Running Record is free from bias and objective | | | | | | | 3 2 1 0 | | |
| Running record is clear and complete | | | | | | | 3 2 1 0 | | |
| Running Records contains appropriate detail (quotes, actions, etc.) | | | | | | | 3 2 1 0 | | |
| Running Record is free from loaded words | | | | | | | 3 2 1 0 | | |
| 1. Why did you choose this activity to observe? Explain what the purpose was. (Why did you choose to observe during lunch? Outdoor time? etc. Were you watching for clues about certain skills or development?)  (Type the answer in the box below) | | | | | | | | | |
| I choose this activity to observe because after Miss Jena and I discussed Anna’s developmental stages, we decided that just because she is diagnosed with autism doesn’t mean she should be treated different than anyone else. The best way to get her to learn with her age group is going to be to not let her do as she pleases. It isn’t fair to the other children and we want her to learn and grow, so staying at her level will not help that situation. So we started to be consistent with the rules, and made sure she stayed on her sleeping bag, just like the rest of the children, with a quiet activity to do. | | | | | | | | | |
| Running Record **Question #1 was answered completely.** | | | | | | | 3 2 1 0 | | |
| 2. What did you learn about the child’s ability in this observation? Explain.  (Type the answer in the box below) | | | | | | | | | |
| I mainly learned during this observation that she will listen and follow the certain direction given to her for a short period of time. If we keep quiet activities with her while she stays on her sleeping bag it helps the progress of her staying on her sleeping bag during nap time. | | | | | | | | | |
| Analysis of Running Record completely explains what was learned about the child’s ability and gives explicit examples and shows reflective thought. | | | | | | | 3 2 1 0 | | |
| 3. What was the child learning during the process (what language/vocabulary, cognitive discoveries, social-emotional strengths, etc. was being promoted)?  (Type the answer in the box below) | | | | | | | | | |
| Anna was learning consistency along with language and vocabulary. We are going to start being or consistent with her so she knows what is expected and when Miss Kaitlyn and Miss Jena would tell her to sit on her sleeping bag, and Miss Kaitlyn explained why she needs to be on her sleeping bag she was learning language and vocabulary. | | | | | | | | | |
| Analysis of Running Record completely explains what the child learned during the observation period and gives explicit examples and shows reflective thought. | | | | | | | 3 2 1 0 | | |
| Student Choice of Observation | | | | | | | | | |
| This Observation is  (highlight type and try a different one each week.) | | | | | | | | | |
| Timed Sampling | Tallies | | | Event Sampling | Checklist | Narrative | | Anecdotal Record | Portfolio Artifact |
| Type the information from the observation in the box below. | | | | | | | | | |
| I picked a time of the day when it was free play and Anna was doing things at her own pace. Accoriding to all of my tallies I’ve collected with a thirty minute time frame she changed activities 13 times. She would begin to read a book, and then go pick out Lego’s from the Lego table, she would then go to math and pick out the counting fruit, then she would go to little people and start playing with the cars. Every time an event like this happened I marked down a tally, Miss Jena would say something to her every time she wasn’t doing something that was asked which put her crying at nine times. | | | | | | | | | |
| Choice Observation is free from bias and objective | | | | | | | 3 2 1 0 | | |
| Choice Observation is clear and complete | | | | | | | 3 2 1 0 | | |
| Choice Observation contains appropriate detail (quotes, actions, etc.) | | | | | | | 3 2 1 0 | | |
| Choice Observation is free from loaded words | | | | | | | 3 2 1 0 | | |
| 1. Why did you choose this activity to observe? Explain what the purpose was. (Why did you choose to observe during lunch? Outdoor time? etc. Were you watching for clues about certain skills or development?)  (Type the answer in the box below) | | | | | | | | | |
| I choose this activity to observe because Anna was free to do what she wanted. Miss Jena enforces the rules that we are only allowed to have two children per center, and they get to change centers every 15 minutes. I figured being that this is a time that the children are playing where they please, it would be a good time to see what Anna was up too and all the places she would go. | | | | | | | | | |
| Choice Observation **Question #1 was answered completely.** | | | | | | | 3 2 1 0 | | |
| 2. What did you learn about the child’s ability in this observation? Explain.  (Type the answer in the box below) | | | | | | | | | |
| I learned that Anna is not a fan of structure and prefers to do things when she wants. She has a very short attention span and seems to get bored very easily. She gets to be very easily upset when she is asked to do something else of her, and tends to want to be held when she gets in trouble. | | | | | | | | | |
| Analysis of Choice Observation completely explains what was learned about the child’s ability and gives explicit examples and shows reflective thought. | | | | | | | 3 2 1 0 | | |
| 3. What was the child learning during the process (what language/vocabulary, cognitive discoveries, social-emotional strengths, etc. was being promoted)?  (Type the answer in the box below) | | | | | | | | | |
| The child was learning the rules of the classroom. Miss Jena would tell Anna that she has to stay in her center until it was time to move to the next center. She was also somewhat learning social interaction. She would go to a center where another child was, and although she wasn’t speaking to them or playing with them, she was in the same area where she could see that the children also enjoy playing just like she does. | | | | | | | | | |
| Analysis of Choice Observation completely explains what the child learned during the observation period and gives explicit examples and shows reflective thought. | | | | | | | 3 2 1 0 | | |
| Document is saved with student’s name (Ex:VickiObservation1) | | | | | | | Yes = 1 No = 0 | | |
| Observation is submitted on time | | | | | | | Yes = 2 No = -5 | | |
| Total Score | | | | | | | /45 | | |