Observing Responsive Nurturing Routines

Running Record #1 (toileting)

Miss Jena called all the children over to the door to going to the bathroom. One child in particular was not listening and running around the classroom like a mad man. “John, we’re all going to the bathroom now so we can come back and eat our snack.” John snapped back and said “NO!” Miss Jena calmly went over to John, got down to his level and said, “John, I know you want to play in the classroom right now but we would all be so sad if you had an accident. So when we’re all done going to the bathroom we can come back to eat snack and play some more.” I could tell that that was not what John wanted to hear, and as upset as he seemed he told Jena, “fine, I’ll go to the bathroom”, and walked with his head down to the bathroom. While waiting for the rest of his friends to finish up in the bathroom, John became very antsy. Jena offered him to sing songs and that he got to pick out the first song to sing, which got him very excited and occupied.

1. Did the caregiver approach the child slowly, and tell the child what she/he was going to do. Explain how. Miss Jena seemed to have approached the child slowly and told him exactly what our next activity was going to be. She got down to his level and calmly told him that we were all going to go to the bathroom, followed by snack, and more play time. This way the child knew the reasoning behind what we were doing and the order of which it was going to be done.
2. Did the Caregiver interrupt the child, or wait until the child was ready? Explain. I thought Miss Jena did a great job of letting the child express his feelings in his own way. She did stop the running about all over the classroom so she could talk to him but did it in a great manner.
3. Was the interaction relaxed and pleasant, or rushed and harsh? Explain. I thought the interaction was a little rushed and harsh. The children were busy reading books when she called them all over to the door to go to the bathroom. I think a better idea would have been to give them a heads up like, when your done reading your books we’re going to go to the bathroom!
4. Did the caregiver talk to the child during the routine? Describe how the talking was appropriate for the child and the situation. When the caregiver talked, did she/he help the child focus on the activity, or did she distract the child? Miss Jena did a wonderful job I thought talking the child through the routine. It’s very hard for children to stay focused and do what is asked of them sometimes. So when Miss Jena calmly explained to him that we were all going to the bathroom so we can all eat snack was a great idea. Talking it out helps the children understand better what is happening. Miss Jena did a great job getting her point across that we were going to the bathroom, followed by snack.
5. Did the caregiver ask for the child’s cooperation and participation in the process? If so, how? Was it effective? When John was starting to get a little antsy in the hallway, she did a great job of distracting him and having him participate in some group singing, where he got to pick out the first song. It was very effective for he forgot what he was so antsy about and got to be in charge of picking the first song.
6. Explain whether and how the caregiver was respectful of the child’s feelings, needs and interests. Miss Jena was very respectful of the child’s feelings, she made John know that she understands that he wants to keep playing, and that when we are done with what needs to get done, we will keep playing. She stated to him she knows what he wants to he’s aware that she’s not just lying to him.
7. Did the caregiver follow good safety and sanitation procedures during the routine? Explain how? Miss Jena made sure every child washed their hands when they were done going to the bathroom. And after every child that Miss Jena helped out with on the potty, she washed her hands in between each time with the children.
8. What was the child learning during the process (what language/vocabulary, cognitive discoveries, social-emotional strengths, etc was being promoted)? Miss Jena made sure the child understood what she was saying. She did a great job of talking it out with John, she could of just picked him up and said we’re going to the bathroom. Instead she explained the whole situation to him. It helped John understand that once we get back from the bathroom, he’ll be able to do what he wants to do, they made a compromise.

**Observation and Analysis #1**

**Scoring Guide**

|  |  |  |
| --- | --- | --- |
| Criteria | Student Rating | Instructor Rating |
| Observation record is clear and complete | 3 2 1 0 | 3 2 1 0 |
| Observation contains appropriate detail (quotes, actions, etc.) | 3 2 1 0 | 3 2 1 0 |
| Analysis of observation answers each question adequately | 3 2 1 0 | 3 2 1 0 |
| Analysis shows good understanding of elements of responsive nurturing caregiving routines | 3 2 1 0 | 3 2 1 0 |
| Analysis shows awareness of proper sanitation procedures | 3 2 1 0 | 3 2 1 0 |
| Analysis appropriately identifies what child learned during the care routine | 3 2 1 0 | 3 2 1 0 |
| Observation and analysis are neat, use good grammar and spelling. | 3 2 1 0 | 3 2 1 0 |
| Self assessment is completed and included with the assignment | Yes 2 1  No 0 | Yes 2 1 No 0 |
| Assignment is submitted on time*More points may be deducted for very late work* | Yes 1 No 0 | Yes 1 No 0 |
| Total points \_\_\_\_23\_\_\_/24 |  |  |