Course Description:

- ECE 31 and 131 examine the major physical, psychosocial, and cognitive/language developmental milestones for children from conception through adolescence with an emphasis on non-judgmental observation. This course will focus on the interaction between maturational processes and environmental factors.

- Critical, analytical written work is the primary means of evaluation.
Course Learning Outcomes

- Analyze, compare and contrast major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

- Analyze how social, cultural, economic, political and historical contexts impact and affect development.

- Investigate the importance of the early years, appraise the interaction between maturational processes and environmental factors and analyze their effects on various areas of development.

- **Analyze** children's development **based on detailed, descriptive, non-evaluative written documentation of child observations**
Why do we do observe children?
What makes a good observational assessment?

- Objective
  - NON- Subjective
- Developmentally appropriate
- Fulfills a need
- Examines many areas of development
Systematic observations

- Vignettes and **anecdotal** records
- Running records
- Time sampling
- Event sampling
- Photos
- Work samples
- Check lists
- Rating scale
Anecdotal records

- Definition: Brief narrative accounts describing an incident of a child’s behavior that is important to the writer
- Normally look at one area of development at a time
- Open ended
- Analysis, not evaluate
All observations should include:

- Name of the child
- Date the event occurred
- Time and or setting
- Observation
- Observer comments
Guidelines for Objective Recording

- Record only the facts
- Record as much detail as possible
- Observe *without* interpreting or assuming
- Do not record what you don’t see
- Use words that describe but do not judge or interpret ie: that are subjective
- Record in the order in which they occur
Tips...

- Avoid words that generalize and are inherently subjective or biased ie: wanted...seemed...

- Observation notes should be behavioral descriptions that will help to inform and will provide evidence for the ANALYSIS that you form about the child.
Writing Anecdotal -- Emotions

- **Avoid**
  - Attributing Feelings -- describe the behavior.
  - Record what children say about what they feel.
  - Describe what you see: smiling, eyes wide open, looking for several minutes only at ___, sitting quietly and looking at the book, crying, frowning
Tips...

**AVOID**

- Ascribing motivations or reasons for doing things.

- Instead describe the behaviors that suggest a child is interested in doing something.
Avoid Assumptions

Words That Convey Assumption—especially based on one observation in one setting

- Has good skills…
- Temperament traits
- Has good self-esteem
- Intelligent
- Annoyed
- Anger

- Bored
- Aggressive
- Out Of Control
- Uninvolved
- Boisterous
- Ill-mannered
What is analysis vs evaluation?

- **Analysis** seeks to understand

- **Analysis** is non-judgmental and **evaluation** adds value or judgement to the situation

**WHAT ARE SOME EXAMPLES?**

- **Analyze**—Break down objects or ideas into simpler parts and find evidence to support generalizations.

- **Evaluate**—Make and defend judgments based on internal evidence or external criteria.
I analyze an observation by...

- Comparing
- Connecting
- Contrasting
- Differentiating
- Distinguishing
- Examining
- Identifying
- Inferring
- Explaining

Based on...

- Developmental
- RESEARCH
  - Theory
  - Philosophy/Models
  - Norms (Standarized or Criterion)
  - Tools
  - Tables
Analyzing Physical Development

- Gross Motor
- Fine Motor
  - Interactions with materials
- Adaptive Skills
  - Feeding
  - Dressing
  - Diaper/Toileting
- Interactions with the environment, including the staff and peers
- Use of tools or checklists (e.g., DRDP)
- Compare to others of the same age (“norms”), but do so very cautiously and respectfully
- OTHERS…
Analyzing Cognitive and Language Development

Discuss in the context of ...

- Type of Play
- Language samples
- Ability to follow directions
- Piaget’s cognitive stages
- Behaviorist theory

- Interactions with the environment, including the staff and peers
- Use of tools or checklists (e.g., DRDP)
- Compare to others of the same age (“norms”), but do so very cautiously and respectfully
- OTHERS…
Analyzing social emotional, and self-regulation skills

Discuss in the context of ...

- Parent/ Caregiver interactions
- Emotional ranges– be descriptive of what you observe
- Erikson and Freud’s developmental levels
- Use of tools or checklists ie: DRDP
- 9 Temperament Traits—however, this is something that would take multiple observations
- Response to sensory stimuli in the environment
- OTHERS….?
Practicing…understanding children through observation

- http://videatives.com/blog/archives
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5/31/13