Observation and Assessment

Session #4
Thursday March 02\textsuperscript{rd}, 2017
Narratives
“To understand a child we have to watch him at play, study him in his different moods; we cannot project upon him our own prejudices, hopes and fears or mold him to fit the pattern of our desires.”
Narrative Observations

Narrative observations are a written sequential account of what is perceived. This method of observation allows the educator to record the child’s actions in detail.
Narratives can be helpful in observing and recording:

- Gross motor skills
- Fine motor skills
- Social interactions
- Spontaneous language
- Play patterns
- Interests
https://www.youtube.com/watch?v=42AfHO9F9Eg
Narrative Records

Anecdotal Record

An anecdotal record requires that the observer, write a brief account of a selected incident or behaviour soon after it occurs. These records are frequently used because they can be written up at the end of the day and are an appropriate method of recording developmental stages. They require some expertise on the part of the recorder in choosing significant sequences of behaviour.
Key Features: Anecdotal Record

- May focus on one or more children
- Observer chooses what is significant to record
- Written account recorded after observation
- Details highlights of actions
- Frequently recorded as a series of occurrences
- Naturalistic
- Participatory or nonparticipatory
- As objective as possible
Narrative Records

Running Record

A running record is a written description of the child’s behaviour. The observer records exactly what a child says and does in sequence as he/she watches. This method of observation enables educators to record more detail, to describe more accurately, to avoid assumptions, be aware of personal biases, and also to make better use of the data that is collected.
Key Features: Running Record

- Observation of one child
- Open-ended
- Written account recorded at the time of observation
- Detailed
- Records most actions
- Records all speech
- Records whatever occurs
- Naturalistic
- Non-participatory
- As objective as possible
Observation

Tiara looks at the camera and walks over to the carpet area. She removes a book and blocks off the shelf with her right hand and looks at her teacher. Tiara looks at the camera then looks over at her teacher and walks over to the toy rowboat.

Tiara climbs onto the rowboat independently and turned the wheel with both hands. She also rocks the boat back and forth saying “row, row” while looking at her teacher and the camera.

Tiara pulls 3 linking blocks apart with both hands. She attempts to connect them together again and after 2 attempts she brings the blocks to the teacher and say’s “Uh”.

## Observation

Tiara looks at the camera and walks over to the carpet area. She removes a book and block off the shelf with her right hand and looks at her teacher. Tiara looks at the camera then looks over at her teacher and walks over to the toy rowboat.

Tiara climbs onto the rowboat independently and turned the wheel with both hands. She also rocks the boat back and forth saying “row, row” while looking at her teacher and the camera.

Tiara pulls 3 linking blocks apart with both hands. She attempts to connect them together again and after 2 attempts she brings the blocks to the teacher and say’s “Uh”.

## Summary

Tiara appears to explore her environment independently. She seems to be aware of her surroundings and appears to have a secure attachment to the teacher - as she made eye contact with her three times after looking at the camera.

Tiara appears to have balance. She seems to have arm and leg coordination and demonstrates that she can walk, climb on and off rocking toys independently.

Tiara appears to have eye hand coordination as she pulled the blocks apart with both hands and attempted to connect the blocks at the correct ends.

Tiara demonstrates some expressive language as she said “row, row” while on the boat and vocally said “uh” when giving the blocks to her teacher.
Ways to Make Narrative Recording Easier

1. If your handwriting is a problem. Try using a tape recorder. Speak your observation into it, using rich, descriptive language. Write up the observation before you forget any of the details.

2. If English is your second language: Try writing your observation in your first language, using the method described. You will have to translate your work for record keeping. Be aware of how translation can affect objectivity.

3. If you cannot write fast enough. You can video tape the observation to reference later? Observe with another observer.
Ways to Make Narrative Recording Easier cont’d….

4. If your language lacks sufficient descriptive powers: Write your observations in point form and add the adjectives, adverbs, or whatever is missing soon afterwards.

5. Practice: Your skills will improve the more you use them.

Page 91 of your Text Book provides a nice list of terminology that can help you describe Exceptionality and Differences using positive language vs. negative language.
Narrative Assignment

In-class
You are required to watch a video – provided in class – and will observe and record the child’s behaviour/actions while engaged in play. This should be a step-by-step account of everything the child says and does. Do not simply label the child’s activity; you must be descriptive in your recording of the child’s behaviour.

At-home
You will complete summarized comments on the child’s behaviours, focusing on the developmental aspect of the behaviours.

Due Date: Thursday March 16th, 2017 (beginning of class)

*Your assignment should be neatly typed using the chart form provided.* – on pepper
*This assignment is worth 20% of your final grade.*
*BREAK*
Useful Recording Methods

Charts, Scales, & Social Maps
Observation Charts

These are prepared blank forms with labeled and sectioned categories used for charting behaviours, relationships dyads, routine events, and other significant information as it is observed.
**Information Chart for Infants**

**Child's name:** Adrienne  
**Date:** January 18, 2007  
**Observer:** Scott  
**Age:** 9 months  
**Other caregivers and students:** Michelle, Jennifer, Caroline, Darlene, Michelle C.  
**Who brought the child to the centre?** Malcolm  
**Time:** 8:10 a.m.

| Liquid intake | a.m. | Formula: 8:30 - 4 oz; 9:15 - 2 oz; 11:15 - 1/4 cup  
| p.m. | Formula: 1:00 - 6 oz; 4:35 - 4 1/2 oz; Water 4:15  
| Solid intake | a.m. | Cheerios; 11:15 - macaroni and cheese, breadstick; 2 oz peas, 1/4 banana  
| p.m. | 2:50 - 4 oz peaches mixed with 1 tbsp of cereal  
| Sleep | a.m. | 9:30-10:25  
| p.m. | 1:32-2:36  
| Health indicators | a.m. | Diaper rash, runny nose  
| p.m. | Diaper rash, runny nose  
| Urination/diaper change | a.m. | 10:30 wet; 11:55 wet  
| p.m. | 1:00 wet; 2:38 wet; 4:10 wet  
| Bowel movements/diaper change | a.m. | None  
| p.m. | None  
| Behaviour notes | a.m. | Very happy (11:15 lunch - all smiles)  
| p.m. | Happy on walk. Adrienne became slightly upset - carried rest of the way  
| Play activities | a.m. | Gross motor room, different types of boxes, floor toys - crawling  
| p.m. | Jello cube play on the floor  
| p.m. | 20°C room  
| Climate/environment | p.m. | 70°C walk, partly cloudy, mild; 20°C room  

**Who picked up the child?** Malcolm  
**Time:** 5:45 p.m.

*NOTE: Only three infants in today.*
Observation Scales
aka Rating Scales

A scale is a form of measuring information that uses lists of behaviors (or other items) and rates them according to the predetermined values, or visual representation of information based on rated behavior.
Observation Scales

Rating scales are intended to show the degree to which children possess a certain skill. Rating scales allow educators to record observations as events occur. Educators can quickly record the evaluation of a child’s performance on a particular occasion or as a summary of several observations.
Observation Scales

Remember that with a rating scale, however, you evaluate a complex behaviour in a simple way and, therefore, see only the bigger picture. Rely on other recording methods to capture the subtleties in children’s behaviour.
# Personality Attributes Rating Scale

Child's name: **Tasha**  
D.O.B.: **5-5-99**  
Observer: **Salma**  
Age: **7 years, 8 months**

Circle the number that describes the degree of the attribute:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outgoing</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Reserved</td>
</tr>
<tr>
<td>Sensitive</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Insensitive</td>
</tr>
<tr>
<td>Confident</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Lacking confidence</td>
</tr>
<tr>
<td>Aggressive</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Passive</td>
</tr>
<tr>
<td>Dominant</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Submissive</td>
</tr>
<tr>
<td>Flexible</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Inflexible</td>
</tr>
<tr>
<td>Patient</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Impatient</td>
</tr>
<tr>
<td>Responsible</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Irresponsible</td>
</tr>
<tr>
<td>Dependent</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Independent</td>
</tr>
<tr>
<td>Imaginative</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Unimaginative</td>
</tr>
<tr>
<td>Relaxated</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Tense</td>
</tr>
<tr>
<td>Responsive</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Unresponsive</td>
</tr>
<tr>
<td>Introverted</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Extroverted</td>
</tr>
<tr>
<td>Generous</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Mean</td>
</tr>
<tr>
<td>Trusting</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Suspicious</td>
</tr>
<tr>
<td>Controlled</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Uncontrolled</td>
</tr>
<tr>
<td>Serious</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Easygoing</td>
</tr>
<tr>
<td>Courageous</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Timid</td>
</tr>
<tr>
<td>Intelligent</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Less intelligent</td>
</tr>
<tr>
<td>Emotionally stable</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>Emotionally unstable</td>
</tr>
</tbody>
</table>

Signature: **Salma Ahmad**  
Relationship: **Student teacher**
<table>
<thead>
<tr>
<th>BLUE ZONE</th>
<th>GREEN ZONE</th>
<th>YELLOW ZONE</th>
<th>RED ZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
</tr>
<tr>
<td>Sick</td>
<td>Calm</td>
<td>Worried</td>
<td>Terrified</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Elated</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Out of Control</td>
</tr>
</tbody>
</table>

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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com
Social Mapping (Ch. 6)

Pictorial presentations of the composition of the child’s family, history, social relationships, or life experiences are all helpful to the observer. These may include sociograms, ecomaps, genograms, family trees, or pictorial profiles.
Advantages:

- Relatively easy to create
- Maps give a visual overview of the child’s situation/context/environment
- Families are usually helpful in supporting access to information
- Can appear clear and concise
- Information is easily readable
- Individual and group contexts can be examined in this way
- The child may be involved
- The process of drawing up maps may have a therapeutic purpose
Disadvantages:

- Depend heavily on professional sensitivity
- The format can be overly simple and insufficiently supported by contextual information
- Relies on the accuracy of the information collected
- Objective recording is required
- Inferences may be difficult to draw
- Training may be needed to analyze family patterns
- Inaccurate assumptions may be made by unqualified people
- If support is not available, the child may be unnecessarily vulnerable
Figure 1. Bronfenbrenner's ecological systems theory (in Berk & Roberts, 2009, p. 28)
Event and Time Sampling
**Definition**: Sampling Observations

Sampling observations are those in which (a) examples of behaviours are recorded as they occur or (b) behaviours are recorded as they are demonstrated at previously decided intervals or (c) “work” samples are gathered.
Reasons For Using One Of The Sampling Methods

• To determine patterns of behaviour
• To seek specific information about the duration, severity, and causality of behaviour
• To determine how many times a behaviour occurs, and in what context
• To look at the possible triggers of behaviour
• To develop strategies to support positive behaviour
• To use as a tool for evaluating challenging behaviour
How To Record a **Time** or **Event** Sample Observation

1. Decide on your reasons for sampling behaviour.
2. Select the behaviour category or time frequency that applies.
3. Prepare a method chart to meet specific requirements.
4. Write your operational definition of the behaviour category, if necessary.
How To Record a **Time** or **Event** Sample Observation

5. Record as soon as possible the precise details.

6. When sufficient examples are recorded for your purpose, take time to analyze your findings.

7. Write your objective inferences as clear statements – but support your statements.

8. Use the inference to devise a plan or learning prescription.
Event Sampling

Event sampling is a method of observation that records occurrences of behaviours called events or target behaviours, which are examples of a previously selected category of behaviour. Event sampling most frequently focuses on one child at a time but may be constructed to record behaviours of a number of children simultaneously.
Event Sampling

Varying formats means that the following aspects of the behaviour can be highlighted:

- **Frequency**: how often the behaviour occurs
- **Duration**: how long the behaviour continues
- **Causality**: what conditions brought about the behaviour
- **Severity**: the degree to which the behaviour can be considered serious or a cause for concern
- **Triggers**: what situation or conditions set off the behaviour
Event Sampling

- Focuses on the behaviour of one child
- Defines the behaviour to be sampled
- Records occurrences on a chart
- Aims to establish behavioural causes and patterns
- Naturalistic
- Participatory or Non-participatory
- Interpretive method of recording
ABC Format

The **ABC** format is possibly the most useful of the event sampling methods:

A. The **antecedent event** – the “happening” just before the behaviour example cited

B. The **behaviour** – the example of the category of behaviour you are looking for

C. The **consequent event** – the effect, consequence, or event that occurs after the example given
Time Sampling

**Time sampling** is a method of observing and recording selected behaviours during previously set periods. These observations can be used for recording information about one or more children simultaneously. Time samplings are usually structured to record behaviours at regular intervals though they may also be undertaken at randomly chosen times.
Time Sampling

- Focuses on behaviour of one child
- Records behaviour at present time intervals
- Records behaviours on a chart
- Aims to identify behavioural patterns
- Naturalistic
- Participatory or nonparticipatory
- Interpretive method of recording
**Homework:**
Create a Genogram of yourself. Your genogram should reflect 3 generations.

**Textbook:** Take a Look, Chapter 6.

**Due Date:** Thursday March 09\textsuperscript{th}, 2017  
\textit{(next class)}