Child Development II

Unit 3: Observing Children

Summative Assessment 1: Teacher Key

Use the “Observing Children” Layered Book as a guide while taking this test.

**Matching: Match the following types of observations used with children with the correct description of each.**

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| 1. **Anecdotal Record** | 1. **Running Record** | 1. **Frequency Count** | 1. **Checklist** |

1. **B.** A type of observation in which the observer creates a sequential record of anything that happens during a specific period of time.
2. **C.** A record of the number of times a particular behavior or situation occurs during a specific period of time.
3. **A.**  A written description that focuses on a particular incident which includes where and when the incident took place, who was involved, and what was done.
4. **D.** A list of specific information for which an observer is looking, such as developmental behaviors, milestones or skills.

**Read the following description and identify which type of observation would be BEST to use according to the definition. Write the letter that corresponds in the space provided.**

1. **D.** A teacher would use this type of observation sheet at parent-teacher conferences because they can give parents a clear picture of how their child is developing.
2. **A.** A child in a 4 year old preschool classroom has been biting other children in the classroom. The teacher and parents have been talking with the child and using age appropriate discipline methods, but the behavior continues to happen. The teacher would like to find out why this behavior is happening and plans to write a detailed description of what was taking place at the time of the next “biting incident” the teacher should use this type of observation.
3. **C.** A child in a kindergarten classroom is hurting other children while on the playground. The teacher has decided to keep track of how often the child hurts other children and will use this type of observation.
4. **B.** A teacher would like to observe children’s social and emotional development while in the dramatic play area. She plans to observe the children for 10 minutes and write down everything that happens during that time. She will use this type of observation.

**Read the scenario and answer the following questions:**

*Kim is a manager in a financial company, who is currently on maternity leave following the birth of her second child. Since she is off, she attends your center sporadically with her two daughters. Molly has just turned 4 and will be attending Kindergarten soon. Lilly is 4 months old. Kim usually does not interact much with other parents or the staff at the center, but today she asks questions about Lilly’s sleep patterns. Lilly still wakes up 2 to 3 times per night and Kim is finding this very exhausting. Her husband is a company executive and has a long commute. He does not help much at home. In fact, usually he does not return from work until Molly is in bed and Kim is trying to settle Lilly for bed. Kim admits that her husband thinks she must be doing something wrong with Lilly, as Molly was a better sleeper. He can’t stand Lilly’s crying in the evening and her frequent waking at night. Kim has been reading some books and thinks she should be able to get Lilly into a routine that includes sleeping for 8 hours at night. She is very frustrated by her inability to accomplish this.*

*While you are talking with Kim, Lilly is in an activity center. She is not so interested in the activity center, but is watching other children playing nearby. She coos and makes sounds. As soon as she does, Kim puts a pacifier in her mouth. At the same time Molly is playing with some of the other children. A little boy takes the toy she has been playing with. Molly tries to pull the toy out of his hand. When that does not work, she throws herself on the floor and starts to scream. Kim quickly offers her treats from her purse instead. Kim explains that Molly is not used to sharing. She has had a full-time nanny until Lilly was born. Kim admits that Molly has frequent outbursts at home and she does not know how to deal with them.*

**9. Pick one of the girls and describe one reason she should be observed either in the current setting or in their home?**

**A. Girl’s name: Example: Lilly**

**B. Reason to observe: To determine why she is not sleeping through the night.**

**OR**

**A. Girl’s name: Example: Molly**

**B. Reason to observe: To determine behavior issues due to lack of attention.**

1. **How does Lilly’s development compare to the development of a 4-month old?**

**According to the information given, Lilly is on target developmentally because she is interested in other children who are playing nearby. She coos and makes sounds. Also, a baby at four months old may or may not sleep through the night.**

1. **How does Molly’s development compare to the development of a 4-year old?**

**Since Molly is getting ready to start kindergarten soon, it may be a good idea for her to be socialized with other children. The scenario describes a girl who does not know how to share and who has frequent outbursts. She is likely developing appropriately, but may need more opportunities for social interaction.**

**12. Which method of observation would be best to give the mother information on…?**

**A. Lilly: Anecdotal**

**Why? Using the anecdotal form of observation, one could document each time Lilly wakes up what was going on in the room or what else was occurring. Perhaps there are noises that are waking her up, maybe she is hungry or needs a diaper change. Perhaps she is getting to hot or too cold. An anecdotal observation could also document how awake she was when she wakes in the night (perhaps she is getting too much sleep during the day).**

**B. Molly: Frequency Count**

**Why? Using the frequency count form of observation, one could document each time she displays a certain behavior, such as stealing a toy or throwing a temper tantrum. Observing the frequency of the events could be the beginning stage to determining how best to deal with the behavior.**