

# Child Observation Record for Infants and Toddlers

## I Sense of Self

### A. Expressing initiative

1. Child turns toward or away from a person or object.
2. Child initiates or avoids contact with a person or object.
3. Child moves with persistence until reaching a chosen person or object.
4. Child says, "No!"
5. Child expresses a choice or intention in words.

### B. Distinguishing self from others

1. Child puts own fingers or thumb into own mouth.
2. Child smiles at self in mirror.
3. Child recognizes own body parts.
4. Child says an object is "mine."
5. Child spontaneously identifies self in a mirror or photograph.

### C. Solving problems

1. Child moves eyes, head, or hand toward desired object or person.
2. Child repeats an action to make something happen again.
3. Child moves self or object to find an object (or person) that has disappeared from sight.
4. Child makes varied attempts to solve a problem.
5. Child verbally identifies a problem before attempting to solve it.

### D. Developing self-help skills

1. Child cries to express a need.
2. Child assists in own feeding, diapering, or dressing by holding an object.
3. Child feeds self finger foods or drinks from a cup.
4. Child attempts a simple self-help task alone, such as putting an arm in a sleeve, opening a door, or turning on a faucet.
5. Child accomplishes some or all parts of a complex self-help task, such as hand washing, using the toilet or potty, or dressing.

## II Social Relations

### E. Forming an attachment to a primary caregiver

1. Child snuggles or cuddles in the primary caregiver's arms.
2. Child looks at, smiles at, vocalizes, or makes faces at the primary caregiver.
3. Child seeks physical contact with the primary caregiver.
4. Child initiates playful give-and-take with the primary caregiver.
5. Child seeks out the primary caregiver to communicate needs and desires in words.

### F. Relating to unfamiliar adults

1. Child looks away from an unfamiliar adult.
2. In the presence of a primary caregiver, child responds to the sounds or gestures of an unfamiliar adult.
3. Child initiates contact with an unfamiliar adult.
4. Child brings an object to an unfamiliar adult.
5. Child converses with an unfamiliar adult.

### G. Relating to another child

1. Child watches another child.
2. Child babbles or gestures to another child.
3. Child spontaneously brings an object or shows affection to another child.
4. Child uses another child's name.
5. Child makes a comment to another child.

### H. Expressing emotion

1. Child's face and body express an emotion.
2. Child laughs aloud.
3. Child uses physical contact to express an emotion.
4. Child shows pleasure upon completing an activity.
5. Child names an emotion.

### I. Responding to the feelings of others

1. Child's face and body reflect the emotion of the caregiver.
2. Child cries upon seeing or hearing another child cry.
3. Child responds to another's distress by seeking comfort for self.
4. Child spontaneously brings a comfort item to someone who is in distress.
5. Child uses words or phrases to talk about an emotion displayed by another child.

### J. Playing with others

1. Child watches another child at play.
2. Child shows pleasure in peekaboo, "This Little Piggy," or other simple games.
3. Child seeks the company of another child and plays alongside.
4. Child hides an object for another person to find or runs away from another person in order to be caught.
5. Child watches and tries out some of the actions of a child playing nearby.

## III Creative Representation

### K. Pretending

1. Child watches another person.
2. Child imitates the sound, facial expression, or gesture of another person.
3. Child imitates eating with a spoon or drinking from a cup.
4. Child makes the sound or action of an animal, object, or person.
5. Child uses one or more objects to stand for another.

### L. Exploring building and art materials

1. Child explores own hands.
2. Child reaches for and explores paper, blocks, or play dough.
3. During play, child spontaneously makes scribbles, stacks blocks, or squeezes play dough.
4. During play, child builds up or out, makes discrete marks, or flattens play dough.
5. Child uses words or phrases to label an object he or she is drawing, building, or making.

### M. Responding to and identifying pictures and photographs

1. Child gazes at a picture or photograph.
2. Child babbles at a picture or photograph.
3. Child points to or makes the sound or gesture of a familiar person, animal, or object in a picture or a photograph.
4. Child uses words or phrases to identify a person, animal, or object in a picture or a photograph.
5. Child uses a sentence to identify an action in a picture or photograph.

## IV Movement

### N. Moving parts of the body

1. Child, lying on back, turns head, waves arms, or kicks legs.
2. Child passes an object from one hand to the other.
3. Child throws a ball toward a person or an object.
4. Child kicks a ball.
5. Child uses small objects in activities requiring precise coordination.

### O. Moving the whole body

1. Child rolls from side to back.
2. Child sits unassisted, crawls, creeps, or scoots.
3. Child walks unassisted.
4. Child climbs down a climber or runs.
5. Child jumps.

### P. Moving with objects

1. Child sets an object in motion by kicking or batting.
2. Child shakes, bangs, drops, or rolls an object, or moves an object along.
3. Walking unassisted, child carries, pushes, or pulls an object.
4. Child propels self on a wheeled riding toy.
5. Child pedals or attempts to pedal.

### Q. Moving to music

1. Child turns head toward music.
2. Child sways or bounces in response to music.
3. Standing unassisted, child moves body to music.
4. Standing unassisted, child moves from one foot to the other in response to music.
5. Child walks, turns, or jumps to music.

## V Communication and Language

### R. Listening and responding

1. Child turns head toward a voice.
2. Child establishes eye contact and smiles in response to a person's voice.
3. Child looks around when own name is spoken.
4. Child acts on a direct request or statement.
5. Child acts on an indirect (overheard) request or statement, or responds to an event.

### S. Communicating interest nonverbally

1. Child watches a person, animal, or object.
2. Child points to or initiates contact with a person, animal, or object.
3. Child seeks out and plays with a person, animal, or object.
4. Child shows or guides a person to an object, a place, or another person.
5. Child initiates and engages in an activity for a sustained period of time and returns to it at a later time.

### T. Participating in give-and-take communication

1. Child looks directly at another person's face and coos or smiles.
2. Child takes turns exchanging sounds or gestures with another person.
3. Child, babbling or using a combination of babbling and words, participates in a conversation-like exchange with another person.
4. Child uses two or more words to make a request or ask a question.
5. Child sustains a verbal interchange with another person by taking two or more turns.

### U. Speaking

1. Child makes cooing sounds.
2. Child babbles.
3. Child uses a single word to refer to a person, animal, object, or action.
4. Child uses a two- or three-word phrase to refer to a person, animal, object, or action.
5. Child uses a sentence of four or more words.

### V. Exploring picture books

1. Child gazes at a picture in a book.
2. Child touches, grasps, or mouths a book.
3. Child turns pages of a book.
4. Child points to or names a person, animal, or object pictured in a book.
5. Child uses a phrase or a sentence to talk about a person, animal, or object pictured in a book.

### W. Showing interest in stories, rhymes, and songs

1. Child stills or brightens upon hearing a story, rhyme, or song.
2. Child vocalizes, bounces, or sways upon hearing a song or rhyme.
3. Child participates in pat-a-cake or a similar word game or fingerplay.
4. Child sings or joins in on a story, rhyme, or song.
5. Child asks to hear a specific story, rhyme, or song.

## VI Exploration and Early Logic

### X. Exploring objects

1. Child looks at or listens to an object.
2. Child reaches for and grasps an object.
3. Child performs an action on an object.
4. Child uses two objects together, one in each hand.
5. Child uses an object as a tool to complete a task.

### Y. Exploring categories

1. Child exhibits preference for a familiar voice or face.
2. From a variety of objects, child selects an object to taste, touch, or smell.
3. Child uses a sound to name an object.
4. Child uses the same word to name more than one object.
5. Child gathers two or more similar objects from a variety of objects.

### Z. Developing number understanding

1. Child touches or handles an object.
2. Child participates in peekaboo.
3. Child points to a body part or a specific object.
4. Child uses a word or phrase to ask for more of something.
5. Child says one standard or nonstandard number name while pointing to each of several objects.

### AA. Exploring space

1. Child tracks an object.
2. Child moves one object to gain access to another object.
3. Child fills a container.
4. Child retrieves an object not seen for a while.
5. Child makes an enclosure.

### BB. Exploring time

1. Child engages in a voluntary action.
2. Child repeats an action to make something happen again.
3. Child's actions show anticipation of an immediate event.
4. Child indicates the end of an event with words.
5. Child uses a word or words to indicate a past event.