

**Observation  
and  
Documentation:  
Planning for  
Individual Needs**

**Participant  
Handouts**

## **Handouts**

### **Observation and Documentation Planning for Individual Needs**

## **Tips for Effective Observation**

1. Observe children in natural daily routines.
2. Be an objective observer.
3. Observe in a variety of settings and at different times of the day.
4. Make a realistic schedule for observing.
5. Document while observing or as soon as possible after the observation.
6. Ensure confidentiality at all times.
7. Gather information from family members.

### **Making a Plan**

This week I will observe \_\_\_\_\_  
(Name of child/children)

during \_\_\_\_\_ for \_\_\_\_\_.  
(Time of day/activity) (Length of time)

I will use \_\_\_\_\_ to document my observation.  
(Method of documentation)

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### **Making a Plan**

This week I will observe \_\_\_\_\_  
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I will use \_\_\_\_\_ to document my observation.  
(Method of documentation)

### **Section 3**

### What We Might Do

Child's Name Child's Age	What we have observed...	What we might do...
<ul style="list-style-type: none"><li>• James</li><li>• 11 months</li></ul>	Cried every morning last week when his father dropped him off	
<ul style="list-style-type: none"><li>• Omar</li><li>• 20 months</li></ul>	No longer using words or gestures to communicate his needs	
<ul style="list-style-type: none"><li>• Mikayla</li><li>• 26 months</li></ul>	When given a spoon at meal/snack time she continues to use her fingers to eat	
<ul style="list-style-type: none"><li>• Tanisha</li><li>• 3 years</li></ul>	Bit one of her peers four times last week.	
<ul style="list-style-type: none"><li>• Alejandro</li><li>• 3 years</li></ul>	Told you about making tortillas with his grandmother on Saturday	
<ul style="list-style-type: none"><li>• Willa</li><li>• 4 years</li></ul>	Played by herself outdoors 4 out of 5 times last week	
<ul style="list-style-type: none"><li>• Freddie</li><li>• 5 years</li></ul>	Never spends time in the book area and often brings trains for Sharing Time	

## Planning for Matthew

### Observation Notes

Child: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Descriptive Notes:

Questions, concerns or ideas following observation:

Learning goals, objectives and next steps:

## Planning for Matthew

### Observation Notes

Child: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Descriptive Notes:

Questions, concerns or ideas following observation:

Learning goals, objectives and next steps:

## What is the Possible Function of the Behavior?

1. **Antecedent:** The early care and education professional is busy with another child and Felicia wants to speak to her.

**Behavior:** Felicia runs through the room and starts asking a string of questions.

**Consequence:** The early care and education professional stops the conversation with the child and asks Felicia what she wants.

**Possible Function:** \_\_\_\_\_

2. **Antecedent:** Hassan wants his juice. The early care and education professional is busy serving snacks to the children at another table.

**Behavior:** Hassan begins to yell at the top of his lungs that he wants his juice.

**Consequence:** The early care and education professional hurries over to Hassan and tells him to stop screaming and gives him his juice.

**Possible Function:** \_\_\_\_\_

3. **Antecedent:** The early care and education professional begins to sing the “clean up” song that is used each day to help the children transition from free play to story time.

**Behavior:** Latisha begins to cry in the same way that she does most days.

**Consequence:** The early care and education professional puts her arm around Latisha and begins to comfort her and directs her to the story time area to look at a book.

**Possible Function:** \_\_\_\_\_

4. **Antecedent:** It is story time and the early care and education professional is reading one of the children’s favorite books.

**Behavior:** Wyatt begins to poke and give “bear hugs” to the two children that are sitting next to him.

**Consequence:** The early care and education professional ignores Wyatt’s behavior and Wyatt’s behaviors increase until he is laying on top of one of the other children.

**Possible Function:** \_\_\_\_\_



## Developing a Plan to Support Tim

### Observation Notes

Child: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

Time: \_\_\_\_\_

Descriptive Notes:

What is the possible function of behavior?

What skills does this child need to learn to be successful?

What support does this child need to be successful?

**How** can we support this child in the daily routine?

**When** can we support this child in the daily routine?

**Where** can we support this child in the daily routine?