<table>
<thead>
<tr>
<th>Observation and Documentation: Planning for Individual Needs</th>
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<td>Participant Handouts</td>
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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)

---

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 __________________________________________
(Name of child/children)

during _________________________ for ____________________________.
(Time of day/activity) (Length of time)

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

Section 3
What We Might Do

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>What we have observed...</th>
<th>What we might do...</th>
</tr>
</thead>
<tbody>
<tr>
<td>James</td>
<td>Cried every morning last week when his father dropped him off</td>
<td></td>
</tr>
<tr>
<td>Omar</td>
<td>No longer using words or gestures to communicate his needs</td>
<td></td>
</tr>
<tr>
<td>Mikayla</td>
<td>When given a spoon at meal/snack time she continues to use her fingers to eat</td>
<td></td>
</tr>
<tr>
<td>Tanisha</td>
<td>Bit one of her peers four times last week.</td>
<td></td>
</tr>
<tr>
<td>Alejandro</td>
<td>Told you about making tortillas with his grandmother on Saturday</td>
<td></td>
</tr>
<tr>
<td>Willa</td>
<td>Played by herself outdoors 4 out of 5 times last week</td>
<td></td>
</tr>
<tr>
<td>Freddie</td>
<td>Never spends time in the book area and often brings trains for Sharing Time</td>
<td></td>
</tr>
<tr>
<td>Child: ______________________</td>
<td>Location: ____________________</td>
<td></td>
</tr>
<tr>
<td>Date: ______________________</td>
<td>Activity: ____________________</td>
<td></td>
</tr>
<tr>
<td>Time: ______________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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?