

## A Guide to Preschool Observations

This experience is designed to help you learn more about the normal developmental differences of young children of various ages as you watch them interact with each other and their teachers. You will be asked to observe the classroom environment, the staff, and children, as well as focus extensively on one particular child.

### General Guidelines to Being an Observer

Find a comfortable place to sit with a good view of most of the room.

Keep in the background so that the teachers and children can forget you are there.

If the children ask what you are doing, say something truthful but ambiguous, such as "writing."

If the children ask for your help, direct them to a teacher whenever possible.

Try to keep any particular child you are observing from being overly conscious of your attention, by making regular glances to other places or children in the room.

### Objective vs. Subjective Records

When observing children it is tempting to interpret their behavior in terms of "good" or "bad," "pleasing" or "displeasing", etc. It is important to describe or record objectively what the child does or says without interpretation. Accurate records are more usable for later interpretation.

#### *A Subjective Record*

Mary is playing with Jane. They are not playing well together because Jane keeps pestering Mary. They play only a short time before Mary goes to play alone. She does not like to play with Jane.

#### *An Objective Record*

Mary and Jane are building a block house. Jane knocks over the house. Mary puts it up again. Jane knocks it over a second time. Mary says, "I'm not going to play anymore." Mary goes to the doll corner, picks up a doll, and rocks it.

### Recording Your Observations

The attached forms are provided to help structure your observations and will be used as the basis for discussion in your later "debriefing" session with your faculty supervisor. Please note the grid at the bottom of page 6, entitled "Staff Comments." This allows you to keep a running record of the positive or negative nature of comments made by staff to individual children or groups of children (by entering slash marks), and thus to get a sense of whether the environment provides overwhelmingly positive, a balance of positive and negative, or predominately negative feedback to the children.

#### *Negative Feedback*

"Linda, don't do it that way."

"Children, we're going to just sit here until you can learn to behave."

"Tim, you won't have any friends, if you can't learn to share the toys".

#### *Positive Feedback*

"Jenny, I like how nicely you cleared your place at the table."

"What a great job you all did listening to our story today!"

"Ben, I'm really impressed with how you shared that truck with Maria!"

# Guide To Preschool Observations University Of Washington

**James Fleming Husic**



## **Guide To Preschool Observations University Of Washington:**

*Handbook on Developing and Implementing Early Childhood Special Education Programs and Services*, 2001

**Resources in Education**, 1991-12 *The Psychoeducational Assessment of Preschool Children* Bruce A. Bracken, 1991 discussion on assessment of preschool children with the McCarthy scales of children's abilities Weschler preschool and primary scale of intelligence revised the fourth edition of the Stanford Binet intelligence scale Differential ability scales and the Kaufman assessment battery for children It also includes sections on assessing the multicultural child the severely handicapped child and the gifted child Early Childhood Education, 1991 **Assessing Infants and Preschoolers with Handicaps** Donald B. Bailey, Mark Wolery, 1989 Ce livre se penche sur l'evaluation et l'intervention precoce du jeune enfant handicapé de la naissance à 5 ans Il présente différents outils utilisés dans l'évaluation de habiletés motrices sociales cognitives langagières et de communication *Observing and Recording the Behavior of Young Children* Dorothy H. Cohen, 2008 With more than 120 000 copies in print this classic text has been widely acclaimed as a highly effective tool to help teachers better understand children's behavior The thoroughly revised and updated Fifth Edition outlines methods for record keeping that provide a realistic picture of each child's interactions and experiences in the classroom Numerous examples of teachers observations of children from birth to age 8 enrich this work and make it accessible practical and enjoyable to read Based on the latest thinking in the field the new Fifth Edition is an even more valuable resource for pre and inservice educators of young children The new features include updated observations that reflect the diverse population in contemporary classrooms recent research on language and children with special needs and a total revision of the chapter that relates thinking to Piagetian theory with more relevant descriptions of the processes of assimilation and accommodation

Resources in Education, 1997 **The Annual Guides to Graduate Study**, 1974 **Peterson's Annual Guides to Graduate Study**, 1979 Resources for Observation and Reflection Janet Gonzalez-Mena, 2005 Presents an overview of important theory grounded in the key skills new educators need to succeed from respect for the diversities of children and families to achieving the most current NAEYC standards from cover **National Union Catalog** Library of Congress, 1979 Includes entries for maps and atlases **Developmental Continuity Across Preschool and Primary Grades** Nita Barbour, Carol Seefeldt, 1993 Developmental continuity refers to designing early childhood instruction that provides learning experiences based on children's prior knowledge follows a natural progression across preschool and the early grades and allows progress at each child's rate and style of learning There are many ways of providing developmental continuity but common to all is the idea that teachers parents and administrators work together to provide a continuum of developmentally appropriate educational experiences for children This book is a resource for teachers who wish to put developmental continuity into practice in their classrooms The book is organized in six chapters Chapter 1 discusses the meaning and history of developmental continuity and associated problems and concerns Chapter 2 serves as a planning guide and

highlights some projects already in place Necessary changes in school and classroom organization the importance of coordination of schools with preschools and communication with parents and the community are examined in chapter 3 Chapter 4 covers the creation of meaningful curriculum for developmental continuity and chapter 5 offers suggestions for structuring the physical social emotional and intellectual environment in which the curriculum will be implemented Finally chapter 6 examines evaluation issues and discusses methods for documenting children s progress and achievement Contains 80 references TJQ

**A Practical Guide to Early Childhood Curriculum** Claudia Fuhriman Eliason,Loa Thomson Jenkins,1981 *Journal of Educational Method* ,1923 **The Journal of Educational Method** James Fleming Holic,1923

**Caring for Preschool Children** Diane Trister Dodge,Derry Gosselin Koralek,Peter J. Pizzolongo,1989 Program designed to address the training needs of teachers working with children ages 3 5 Includes readings and learning activities designed to be completed on the job as teachers work with young children

**The United States Catalog** ,1924 *Music for Young Children* Vernice Trousdale Nye,1975 *Titles of Theses, Home Economics and Related Fields* ,1962 *Exceptional Child Education Abstracts* ,1976

## Unveiling the Magic of Words: A Report on "**Guide To Preschool Observations University Of Washington**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Guide To Preschool Observations University Of Washington**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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