



Planning for Individual Infants and Toddlers in Group Care

Reflective Activity: Interpreting Observations

- ◆ Read the examples in the “Observe and Document” column of the following table and think about what these observations tell you about the developmental abilities and interests of the infants/toddlers described.
- ◆ Reflect and consider the possible meanings of these behaviors, and make notes in the “Reflect” column.
- ◆ Review your [Early Learning and Developmental Guidelines](#) or developmental profiles to see how the observation relates to developmental indicators.
- ◆ Think about ways to support this child’s development and learning and write down your ideas in the “Planning for This Child” column.

Observe and Document	Reflect (What does this tell me?)	Planning for This Child (What you might do)
An infant is trying to roll over and get up during diaper changes; she used to lie quietly and coo.	<i>It seems like this baby is ready to move; she can hardly wait until I put her down!</i>	<i>I am going to talk to her and sing and make silly faces through the diaper change to see if she settles down. I am going to let her know that she will be able to crawl very soon and how wonderful it is that she has this new skill.</i>
An infant is just starting to pull up to stand.		
Children are reaching for inappropriate items to shake, mouth, or bang.		
Two young toddlers want to share the small cushion in the reading space and often fight for space.		
Several infants enjoy vigorous movement and play outside and want to continue this action inside, but it becomes destructive.		
A child cries a lot when her parent leaves for the day.		
A child is often hungry before morning snack and gets upset.		



Observe and Document	Reflect (What does this tell me?)	Planning for This Child (What you might do)
<p>A cautious child keeps watching my interactions with other children but looks away when I address him or come close.</p>		
<p>A toddler is collecting objects in a basket that have a similar color or theme.</p>		

References

- California Department of Education. (2012). *California infant/toddler curriculum framework*. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>
- Carter, M., Cividanes, W., Curtis, D., & Lebo, D. (2010). Becoming a reflective teacher. *Teaching Young Children*, 3(4), 1–4.
- Parlakian, R. (2001). *Look, listen, and learn: Reflective supervision and relationship-based work*. Washington, DC: Zero To Three.

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