

Running record assignment 25 points each

THIS OBSERVATION ASSIGNMENT MUST BE DONE IN A CHILDREN'S CENTER PROGRAM

The running record assignment will require that you observe a child, in a child development setting for at least 30 minutes. During your observation, you will record the “blow-by-blow” description of the activity or behavior of one child. Be sure to focus only on one child for this assignment. You may record the interactions between the child and other children or adults, but focus on your subject.

To write your paper, provide the required program information. Write up the running record, providing description of the activity and/or behavior of the child. Refrain from opinions, judgments, and inferences in this reporting section of the assignment.

When you have provided your descriptive report, you will write a summary of the observation and include your opinions, supported by statements from the description section, and you will make recommendations for curriculum and learning experiences for the child.

Practice observations will be required as in-class (in-lieu of quiz) assignments.

Two running records will be required. Each will be worth 25 points. Papers are due on the due date and will not be accepted thereafter.

Each running record will be graded on the following:

Format
Objectivity
Focus on subject
Writing
(Grammar, spelling, tense, syntax, structure etc.)

The following is a sample of the assignment. Note that the reporting section of this sample is very short, as it is intended to be a sample. Yours should be much longer.

Running Record

Required Program Information (5 points)

Happy Bear Preschool, Oakdale

Number of adults present: 3

Number of children present: 23

Date of observation: January 27, 2004

Age of child: 4 years 2 months

Objective reporting section (abbreviated sample, yours will be much longer)

Melinda watched the other children play. Her head moved back and forth and her eyes were fixed on them. She stood for a long time just looking at them climbing up the stairs. Then she followed them up and climbed through the tunnel. Her right arm reached out in front of her, and then she tucked her left arm under her chest and moved a little forward. She repeated this until she was through the tunnel. She followed them down the steps. Melinda put her right foot down on a stair, and then brought her left foot to meet the right one. She repeated this until she was on the ground. By the time she was down, the other kids were going up again.

Melinda approached the swing set slowly. She said, "Teacher, I want a turn on the swings." She held onto the chains and pulled one knee up but couldn't quite get herself onto the swing seat. The teacher came and lifted Melinda onto the swing. Melinda held onto the chains with her right hand higher than her left hand. She swung her legs back and forth in an irregular rhythm.

Kevin came and stood by the swings. He said, "Can I have the swing when you are done?" Melinda got off the swing.

Later, inside, Melinda was playing with the train set. She put the track pieces together. She looked at the train pieces and her tongue was in the corner of her mouth. She hooked up one train car to the next with the magnets on the ends of each train car. She reached with her right hand and with her left hand kept near her body; she adjusted or pushed to arrange the cars.

Subjective summary section

Melinda seems to be a well-adjusted child who gets along well with others. When she followed the children on the climber, she could not keep up, but didn't seem to become frustrated. When she wanted the swing, she asked and then waited. She also gave it up when another child wanted a turn.

Melinda seems to use her right hand almost exclusively. Her left hand and arm are often limp and not useful to her. When playing with the trains, she never picked up a car with her left hand or used it to make the cars go. She used her left hand only to gently tap a car into place, and she did this without extending her arm or reaching with it. I am concerned about this limitation.

Melinda's motor skills seem a little delayed. She was not able to get onto the swing, which all of the other children her age can do by this time of year. She concentrates when she is focused on an activity. We can observe her level of concentration by looking at her face; especially her mouth.

My recommendation is that Melinda be given opportunities to exercise outdoors and to use her large and small motor skills to enhance coordination and gain mastery. In addition, in the classroom, we should provide opportunities for experience with scissors, play-doh, clay, small pegs, stringing beads and such other objects for her to practice her pincer grasp. We will continue to support Melinda in her verbal skills and social development. I also recommend that Melinda be observed by the occupational therapist and will secure a referral and permission form from her parents for this.