# **Observation Guides**

# **-Infant/Toddler Practicum Placements-**

Practicum students are expected to spend time observing in the practicum setting before they begin to assume responsibilities in the practicum. Guided observation is intended to be the primary activity of the practicum student during the first two weeks of the placement. It is the shared responsibility of the cooperating professional, university supervisor, and student to plan opportunities for observation and processing of observation notes. Below are guides that will assist in conducting observations in practicum placements. These guides may be adapted to interview format in cases where components are difficult to observe.

**Infant/Toddler Observation Guide 1**

*Directions: Decide which of the following components to focus on. Conduct an observation focusing on those components. Take notes on what you observe.*

1. Child-focused intervention
   1. Organization
   2. Presentation
   3. Control/comfort
   4. Materials: Choice, placement, management
   5. Appropriateness of goals
   6. Appropriateness of activities
   7. Appropriateness of instructional and intervention techniques
   8. Motivation and reinforcement
   9. Response to child cues
   10. Ability to adapt materials and expectations
   11. Communication: Voice, volume, amount of verbal input
2. Family-focused intervention
   1. Organization
   2. Clarity of explanations and directions
   3. Level of comfort
   4. Smooth inclusion of caregiver
   5. Materials
   6. Appropriateness of goals
   7. Appropriateness of activities
   8. Motivation and reinforcement
   9. Measurement
   10. Eliciting of caregiver input
   11. Response to caregiver input and needs
   12. Use of environment (home)
   13. Cultural sensitivity and supportive behavior
3. Team participation
   1. Active responsibility as team member
   2. Use of effective communication strategies
   3. Problem-solving techniques
   4. Evidence of coordinated team effort in planning and implementation
   5. Use others as resource
   6. Functions as resource to others
   7. Inclusion of parent concerns
   8. Take perspective of other disciplines
4. Professionalism
   1. Enthusiasm and enjoyment
   2. Work habits: Dependability, time management, independence
   3. Professional ethics and standards of performance
   4. Poise in difficult situations
   5. Adherence to program policies and procedures
   6. Self-reflection
   7. Flexibility

**Infant/Toddler Observation Guide 2**

*Directions: Conduct an observation of a home visit focusing on the following components. Take notes on what you observe.*

1. What is the purpose of the home visit?
2. What role does the interventionist take, and what strategies do they use?
3. How clearly does the family seem to understand the purpose of the visit?
4. Has the family prepared for the visit?
5. How is the family involved in the visit?
6. What home materials are utilized in the intervention?
7. What in the home environment might need adjustment to better match the child’s needs?
8. What appear to be the strengths of the caregiver-child interaction?
9. What appear to be family concerns (either stated or suggested)?
10. What do you notice about the child’s interactions and communication?
11. What do you notice about preferences and dislikes?
12. What positioning or handling strategies facilitate performance?

**Infant/Toddler Observation Guide 3**

*Directions: Conduct an observation of an infant/toddler playgroup (or other group activity) focusing on the following components. Take notes on what you observe.*

1. Children
   1. What appear to be the developmental skills of the children?
      1. What appear to be strengths?
      2. What appear to be weaknesses?
   2. What differences do you notice among children?
      1. Variations in social behavior
      2. Variations in communicative behavior
      3. Variations in object behavior
   3. How is the learning environment set up to promote learning for children?
      1. What variations do you notice in children’s response to the environment?
      2. What variations do you notice in solitary versus group involvement in activities?
2. Intervention
   1. What strategies does the interventionist use for one-to-one instruction?
   2. What strategies does the interventionist use for group instruction?
   3. What strategies encourage play?
   4. What is the schedule for group activities?
   5. What are procedures for transitions - coming, going, going from one activity to another?
   6. What materials are available and how are they organized?
   7. What positioning and handling strategies are being used and for what purpose?
3. Families
   1. What is the family role?
   2. How are families greeted?
   3. What information do families share about their infants?
   4. What activities do families get involved in?
4. Team
   1. What are the major team roles?
   2. Who is involved in the intervention?
   3. How is information shared?
5. Organization
   1. What is the program philosophy?
   2. What are routine forms of paperwork?
   3. How does the activity you have observed fit into major program activities?

**Infant/Toddler Observation Guide 4**

*Directions: Conduct an observation in a hospital focusing on the following components. Take notes on what you observe.*

1. Child
   1. What do you notice about a particular child’s response to handling?
   2. What do you notice about a particular child’s response to environmental disruptions such as noise and light?
   3. Does the child predominantly sleep and change gradually from sleep to wake, or is the child fussy fussy?
   4. What is the position of the child in the isolate? Does he make any effort to change position? If his position is changed, does he maintain it?
   5. What seems to be calming to the child?
   6. What are medical problems? How long has the child been in the hospital?
2. Families
   1. What appears to be the role of the family?
   2. How are families involved in caregiving?
   3. How are families given information?
   4. When are families typically present and is there a place for them?
   5. How are families prepared for discharge?
3. Team
   1. Who are the team members?
   2. What are their roles in caregiving?
4. Organization
   1. What are the charting procedures?
   2. When do rounds occur, and what is their focus?
   3. How do routines vary with shifts?
   4. What forms and/or written information is given to parents?
   5. What are relevant policies and procedures?