

## **5. OBSERVING, RECORDING, AND REPORTING CHILDREN'S DEVELOPMENT**

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### ***Observing and Recording***

How do teachers know if the materials in the activity centers are of interest to children? How do they know if the activities are meeting the needs of children? How can teachers share information with parents in a way that accurately describes how their children are spending their time? How do teachers document a concern that they have about a child's behavior? How do teachers individualize an activity?

These are some of the questions that teachers should ask themselves as they plan activities, adapt the environment, and interact with children.

One method that teachers have found useful is to observe children in their natural environments — home, classroom, and outdoors — and to record their observations. In this way, they have concrete information that they can share with parents and other members of the teaching team.

**Observation** is the process of watching a child at work or play without interfering in the activity.

**Recording** is the process of documenting the observed activity or behavior. Although many teachers do this naturally, a systematic approach helps ensure that children are observed participating in many different activities over time.

Teachers' observations must be sensitive and detailed. Young children are often unable to express in words what they express in action. A child might express frustration by throwing the paper on the floor when he cannot cut with scissors. A big smile might be the only indication we have that a child has climbed to the top of the slide for the first time. As Cohen and Stern observe,

*Children communicate with us through their eyes, the quality of their voices, their body postures, their gestures, their mannerisms, their smiles, their jumping up and down, their listlessness. They show us, by the way they do things, as well as by what they do, what is going on inside them. When we come to see children's behavior through the eyes of its meaning*

# 5 Observing Recording And Reporting Childrens Development

**Annelies Wilder-Smith**



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ISBN-10: 0133458822; ISBN-13: 9780133458824; List Price: \$211.40. Criminalistics : an introduction to forensic science  
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