



SHORT VIDEO INFORMATION SHEET

Look at Me! Using Focused Child Observation

This video podcast introduces viewers to using focused observation with infants and toddlers and gives them an opportunity to try some of the techniques discussed.

Reflection Questions

- How do I use observation in my practice? How might I use focused observation in new ways?
 - Are there ways I could use information (data) collected through observation to enhance my practice?
 - Who do I share focused child observation data with? Who else might benefit from the information I gather?
 - How can I use the information in this podcast to help me learn more about the children and families I work with?
 - Is there anyone else who would benefit from watching this podcast? How could I share it with them?
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Related Resources

- Zbar, Lisa and Claire Lerner. *Learning Through Observation* [DVD]. Washington, DC: ZERO TO THREE, 2003.
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Connections to School Readiness for Infants and Toddlers

- Focused child observation allows adults to see each infant and toddler as a unique individual and as a capable learner.
 - Observation informs individualization. It is the first step in providing the kind of individualized, responsive care for infants and toddlers that builds relationships, supports attachment, and promotes healthy brain development—all of which provide a foundation for school readiness.
 - Observation is an important part of *ongoing child assessment*—a process of measuring and tracking children’s progress toward school readiness goals.
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Relevant Head Start Program Performance Standards

§1302.33 Child screenings and assessments.

(b) Assessment for individualization.

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

§1302.34 Parent and family engagement in education and child development services.

(b) Engaging parents and family members.

(6) Teachers informs parents, about the purposes of and the results from screenings and assessments and discusses their child's progress;

§1302.35 Education in home-based programs.

(b) Home-based program design. A home-based program must ensure all home visits are:

(2) Planned using information from ongoing assessments that individualize learning experiences;

(f) Screening and assessments. A program that operates the home-based option must implement provisions in §1302.33 and inform parents about the purposes of and the results from screenings and assessments and discuss their child's progress.

If you do not have a copy of the *Head Start Program Performance Standards* and would like to view them electronically, you can use the following link to the ECLKC:

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

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