

## Chart for Writing your Observation Summary Paper (Social-Emotional & Language)

Review your notes from observing the child. This chart should help you write your paper.

INFANT-TODDLER	RESPONSES
Describe the Child <ul style="list-style-type: none"> <li>• What is child's name (can be a made up)?</li> <li>• How old is the child?</li> <li>• Describe the child's physical appearance -- hair, skin, facial features, body type, &amp; clothing.</li> <li>• <i>Be as descriptive as possible!</i></li> </ul>	
Describe the setting/space <ul style="list-style-type: none"> <li>• What furniture, materials, equipment were in the space?</li> <li>• How were the furniture, materials and equipment positioned/ arranged?</li> <li>• Who was present?</li> <li>• <i>Be as descriptive as possible!</i></li> </ul>	
Social-Emotional Skills & Processes	Describe how/ child's behavior that demonstrated each skills/process
#1:	
#2:	
#3:	
Connection to NY Early Learning Guidelines	Indicators an educator might notice <a href="https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf">https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf</a>
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
Language & Communication Skills & Processes	Describe how/child's behavior that demonstrated each skills/process
#1:	
#2:	
#3:	
Connection to NY Early Learning Guidelines	Indicators an educator might notice <a href="https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf">https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf</a>
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
PRESCHOOL AGE CHILD	RESPONSES
Describe the Child <ul style="list-style-type: none"> <li>• What is child's name (can be a made up)?</li> <li>• How old is the child?</li> <li>• Describe the child's physical appearance -- hair, skin, facial features, body type, &amp; clothing.</li> <li>• <i>Be as descriptive as possible!</i></li> </ul>	
Describe the setting/space:	

<ul style="list-style-type: none"> <li>• What furniture, materials, equipment were in the space?</li> <li>• How were the furniture, materials and equipment positioned/ arranged?</li> <li>• Who was present?</li> <li>• <i>Be as descriptive as possible!</i></li> </ul>	
<b>Social-Emotional Skills &amp; Processes</b>	<b>Describe how/child's behavior that demonstrated each skills/process</b>
#1:	
#2:	
#3:	
Connection to NY Early Learning Guidelines	Indicators an educator might notice <a href="https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf">https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf</a>
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
<b>Language &amp; Communication Skills &amp; Processes</b>	<b>Describe how/child's behavior that demonstrated each skills/process</b>
#1	
#2	
#3	
Connection to NY Early Learning Guidelines	Indicators an educator might notice <a href="https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf">https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf</a>
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
<b>YOUNG SCHOOL AGE CHILD</b>	<b>RESPONSES</b>
Describe the Child <ul style="list-style-type: none"> <li>• What is child's name (can be a made up)?</li> <li>• How old is the child?</li> <li>• Describe the child's physical appearance -- hair, skin, facial features, body type, &amp; clothing.</li> <li>• <i>Be as descriptive as possible!</i></li> </ul>	
Describe the setting/space <ul style="list-style-type: none"> <li>• What furniture, materials, equipment were in the space?</li> <li>• How were the furniture, materials and equipment positioned/ arranged?</li> <li>• Who was present?</li> <li>• <i>Be as descriptive as possible!</i></li> </ul>	
<b>Social-Emotional Skills &amp; Processes</b>	<b>Describe how/child's behavior that demonstrated each skills/process</b>
#1:	
#2:	
#3:	

Connection to NY Early Learning Guidelines	Indicators an educator might notice <a href="https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf">https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf</a>
Subdomain & age:	
Subdomain & age:	
Subdomain & age:	
Language & Communication Skills & Processes	Describe how/child's behavior that demonstrated each skills/process
#1:	
#2:	
#3:	
NY Early Learning Guidelines subdomain & age	Indicators an educator might notice <a href="https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf">https://www.ccf.ny.gov/files/7315/9112/1561/ELG-2020.pdf</a>
#1	
#2	
#3	
<b>CONCLUSION</b>	<b>RESPONSE</b>
<ul style="list-style-type: none"> <li>• From this experience, what new insights do you have about young children?</li> <li>• From this experience, what new insights do you have about social-emotional development?</li> <li>• From this experience, what new insights do you have about language development?</li> <li>• What was the most interesting aspect of this assignment for you? Why?</li> </ul>	

**SKILLS & PROCESSES**

Emotional Skills & Processes

- Sense of self
  - Body awareness (0-6 months)
  - Identity
- Self-Concept
  - Opinion of own abilities, weaknesses & status
  - Self-esteem
- Emotions
  - Experience feelings
  - Identify feelings
  - Self-regulation
    - Self-soothe
    - Control:
      - Body

- Emotions
- Behavior
- Initiative
  - Assertive behavior
  - Social & creative risks
  - Demonstrate independence
- Temperament
  - Style
    - Feisty/ Active/ Fussy
    - Flexible/ Easygoing
    - Slow-to-warm-up/ Cautious/ Fearful
  - Goodness of fit

### Social Skills & Processes

- Relationships
  - Prosocial behaviors
    - Affection
    - Cooperating
    - Empathy
    - Following rules
    - Form friendships
    - Helping
    - Relatedness
  - Member of group/ Group identity
  - Interact with others
    - Establish relationships
    - Form friendships
  - Attachment
- Gender Identity
  - Understanding of gender roles
  - Express gender roles
  - Culturally influences
- Social Participation
  - Unoccupied behavior
  - Onlooker behavior

- Parallel play
- Associative play
- Cooperative Play
- Games with rules
- Social Rules
  - Expected behavior
  - Appropriate behavior
    - Turn taking
    - Sharing
  - Manners
- Separation
  - Object permanence
  - Separation anxiety
  - Stranger reaction
  - Say goodbye to family & friends

### Language Skills & Processes

- Communication Skills & Processes
  - Communication Skills
    - Eye contact
    - Get attention appropriately
    - Take turns when communicating
    - Initiate conversation
    - Maintain conversation
  - Verbal Communication
    - Vocalizations
    - Sounds
    - Words
    - Crying
    - Laughing
  - Non-verbal Communication
    - Gestures
    - Sign Language
    - Facial Expressions
    - Body language & movements

- Language Skills & Processes
  - Expressive Language
    - Cooing
    - Babbling
    - Jargon
    - Words without meaning
    - Words/ sounds with meaning
    - Words
    - Sentences & questions
  - Receptive Language
    - Responds to sounds
    - Understand what language is
    - Respond to name
    - Follow commands
    - Answer questions
    - Understand conversations
    - Comprehend books & stories
  - Pre-literacy & Literacy skills
    - Songs & fingerplays
    - Symbolic awareness
      - Pictures
      - Letters
      - Words
      - Abstract images (flag, mascot, etc.)
    - Reading
      - Interest in books
      - Reads with others
      - Interest in print/ letters
      - Identify letters
      - Associate sounds with letters
      - Read words
      - Comprehend sentences
    - Writing
      - Scribble
      - Draw

- Pretend writing
- Create letters
- Form words
- Inventive spelling
- Create simple sentences