Early Childhood Observation Report

Child's Name:  
Child's Age: 5 years, 11 months  
Diagnosis:  

Background Information/Developmental and/or Medical History:

Observation: At the beginning of the observation (name of child) was being supervised by the maid in the open corridor area of the KG. The following was noted in the 30 minutes of observation, in the corridors and in the KG2 classroom (1 teacher assistant, no teacher, 20 boys). This child:

1. moved freely about the area, using a slow steady gait and appeared comfortable in the KG setting.
2. when asked to sit in a chair or on the floor with the group, he complied and sat for several minutes before moving again.
3. used physical movement to indicate his needs and wants (gesturing and moving toward the gate to go out to the gym and canteen area)
4. appeared most content when he had items to manipulate in each hand (pen, paper, block, food, etc.)
5. demonstrated an age appropriate pencil grip when scribbling with a pen.
6. made random verbalizations in the AT’s room and in the classroom.
7. offered items to adults and appeared to pause to receive acknowledgement.
8. observed the other boys in the group during circle time.
9. offered items to the teacher and made attempts to establish eye contact.
10. attended visually to the video being shown in the classroom.
11. is able to follow simple directions.
12. was able to place pens in their caps; manipulate paper and pen to scribble using both hands to complete actions.
13. when presented with two choices he selected one.
14. items placed out of sight were essentially “out of mind” and thus the child was easily redirected.
15. did not focus visually at times, and appeared not to be hearing when spoken to, as he often made sounds randomly, not in response to others.
16. typically had items in his mouth.

Information reported by adults and caregivers:

This child:

1. enjoys manipulating objects, especially bright coloured items and novel items.
2. will look at books and videos.
3. is not aggressive toward the other children.
4. enjoys small motor activities, writing activities, beads, and manipulatives.
5. appears hungry throughout the day.
6. is not yet toilet trained.
Specific levels of functioning:

(Name of child) appears to be functioning at a pre-symbolic level of play and has not yet established an effective method of communication. He demonstrated some problem-solving behaviour (handing item to adult to gain attention; gesturing for items he desired); he used familiar objects appropriately ( "therapy" items, like threading beads, pens, paper, pencil holder) although his awareness of object permanence was suspect as he was easily distracted away from items that were withdrawn.

Recommendations to address Educational Needs:

(Name of child)
1. needs a communication system (sign language, communication picture board, etc.) and a set of functional vocabulary established and supported by all adults.
2. needs a consistent school routine, firm boundaries and adult-guided play activities to promote his development to the next level.
3. needs to have his vision and hearing abilities re-evaluated with recommendations for school setting.
4. needs to have learning goals at school aligned with goals at home.
5. needs to spend time in adult-supported interactions with peers.
6. needs a support plan to promote independence in toileting.

Suggestions for developmental activities:

a. Explore and experiment with sensory materials (i.e. sand & water: filling, dumping, pouring, mixing, stirring, and playdough or clay: squeezing, rolling and paint: finger or brush painting
b. Develop ball-handling skills (rolling, throwing, kicking, simple bowling activities)
c. Musical instruments (banging drum with two hands, bouncing body to sound of music, using tambourine, cymbals).
d. Link actions in play (fill up truck with blocks, push truck; build tower of blocks, knock them over; wind up toys; action/wind up toys that he must request your help in repeating the actions; verbalize actions continuously.
e. Label personal objects with child’s name; reinforce concept of “mine” (use sign and speech) for example, notebook, special pens, markers, basket for materials, backpack.
f. Include books and printed materials in all activities; use two –three word phrases and sentences to describe ( in English and Arabic); request items; reinforce all attempts to communicate using any forms (gestures, signs, verbalizations, even eye gaze).
g. Develop a Photo communication system using pictures of meaningful objects.

Please contact me if I can provide further support or clarification. Attached is a sample Additional Educational Support Needs (AESPN) Learning Opportunities Matrix that illustrates how to embed learning goals and opportunities for practice across the daily routine.

Respectfully submitted,
Name ___________________________________________ Position_____________________________________
Contact information ____________________________________________________________