ECE 31 & 131  Example of a detailed anecdotal observation and analysis practice.

1. **Review the anecdote below.** Pay attention to the way in which behaviors are described in detail with objectivity, without judgment or interpretation of child’s intentions.

**General description.**

Franco, aged 24 months, is at a child care center for children under 3 years of age. There are three adult providers, two women and one man. There are 8 children in all, most of them appear to be about 2 years old. When I begin my observation Franco is seated at a small table eating a snack. There are two other children at the table as well, a boy and a girl. One of the caregivers is seated next to Franco. Franco is using a spoon to scoop fruit and eat it.

**Anecdote - Detailed short narrative.**

Franco used thumb and index fingertips of his right hand to pick up a small piece of fruit on his plate. He ate it and then picked up the empty plate with both hands and licked the edge of the plate. Turning towards his teacher/caregiver he held up the plate and looked at her. She said "Do you want more?" He said: "more." She placed a few pieces of fruit in a bowl in the center of the table and with a spoon placed one piece on Franco’s plate. He took the fruit with his right hand and placed it on top of a spoon that was laying next to his plate. Then, slowly, he picked up the spoon with his right hand and lifted it to his mouth and ate the fruit. He got up from his chair, pointed toward the door and looked at his teacher. Suddenly he started to move towards the door when the teacher said: "Franco, come back to wash your hands."

He turned, returned to the table and stretched his hands towards her. She offered him a wet washcloth and he cleaned his hands and face.

2. **Preliminary analysis in class tonight:** *Identify significant behaviors and classify into developmental areas.* *(underline and label in the margins).*
   a. Cognitive development [COG]
   b. Language, communication and emergent literacy development [LLD]
   d. Motor and perceptual development [MPD]

3. **Analyze at a deeper level (to do in next week’s class as practice).**
   More specifically identify and explain the significant behaviors using appropriate terminology based on class notes & text chapters 5, 6 & 7. Write a paragraph commenting on the developmental significance of Franco’s actions. Finally relate the child’s actions to some measures of the Desired Results Developmental Profile (DRDP).