Infant-Toddler Observation Project ~ *Example of anecdotal observation and analysis*

**Anecdotal Observation # 1**

OBSERVADOR: John Q. Student  
Child’s name: Gina  
09/30/11 at 11:00 am  
Age: 14 months DOB July 2010

**Brief description of environment:**

In the infant classroom yard there are five other infants and two adult caregivers. There’s a large blanket with various infant toys. There are two young babies on the blanket. One is crawling, the other laying on her back. Gina and two other children are in the sandbox. Each plays with toys in an individual way.

**DATA – Narrative anecdote:**

While outside in the infant classroom yard Gina is sitting in the sandbox. In front of her there’s a round metal pie pan. In her right hand Gina was holding a wooden spoon. Slowly, she scooped up sand with the spoon and dumped it gradually into the pie tin. She repeated this several times. She turned her head towards her caregiver and smiled. When her caregiver stood up and walked toward another child who was near the fence Gina dropped the spoon, got up and followed her caregiver around the yard.

**Analysis of developmental significance**

Gina’s demonstrates many skills in several areas of development. She demonstrated gross motor skills as she easily got up from a sitting position. Her fine motor skills were evident in the way she manipulated the spoon to scoop sand and then coordinated her movements to deposit sand into the pie tin. This activity relates to sensorimotor learning. She is learning about the properties of sand, the sound it makes when it falls on two different surfaces, how it accumulates on the pie tin. She’s probably forming ideas about quantity, space and time. Finally, it was clear to me that Gina is attached to her caregiver. She periodically looked in her direction demonstrating “social reference”. When her caregiver moved away, Gina immediately followed her. This relates to a sense of safety and secure attachment.

**DRDP measures illustrated**

**Personal and social development:**
- IT 10 – relationships with adults (her caregiver)
- IT 12 – relationships with familiar peers; shared use of space and materials (there were other children in the sandbox and in the yard)

**Cognitive Development:**
- IT 20 – Cause and effect (scooping and dumping sand into pie tin)
- IT 25 – Curiosity and initiative (her own idea to do this and how to do it)
- IT 26 – Attention maintenance, engagement and persistence (she repeated the activity until the impulse to be near her caregiver took over)
- IT 30 – Space and size (probably discovering and forming ideas about quantity, size, space and time)

**Physical Development:**
- IT 31, 32, 33 and 34 – Clearly demonstrated gross motor and fine motor skills, eye-hand coordination and balance.