Child Observation Project ~ Example of an anecdotal observation and analysis

Anecdotal Observation # 1
09/30/11 at 11:00 am
Infant Observation Room – Cabrillo College
OBSERVER: J. Q. Student
Child's name: Gina
Age: 14 months DOB July 2010

Brief description of environment:
In the yard of the infant classroom there are six infants and two adult caregivers. There is a sandbox off to the right side of the yard. In the center, directly outside of the doors 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. A canopy overhead provides shade. Gina and three other children are in the sandbox. Each child plays with toys in an individual way. On the other side of the sandbox there is a small grassy area.

DATA – Narrative anecdote:
While outside in the infant classroom yard Gina was sitting in the sandbox. In front of her there was 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. She continued to scoop sand and watched it fall on the pie tin. When her caregiver stood up and walked toward another child who was near the fence Gina dropped the spoon, got up and walked with steady steps following her caregiver around the yard.

Analysis of developmentally significant behaviors
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 probably learning about the properties of sand, and noticing perhaps the sound it makes when it falls on two different surfaces, and the way it accumulates on the pie tin. I think that 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 got up and followed her. This relates to the development of a sense of safety and a 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 the pie tin)
IT 25 – Curiosity and initiative (it was 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 – Demonstrated gross motor and balance (walked with steady steps); fine motor skills & eye-hand coordination (spooning sand onto pie tin)