

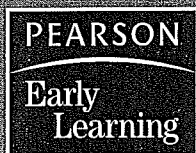
Babies III: 8-12 months



The  
Ounce  
Scale

# Observation Record

Child's name .....



**The Observation Record** is a practical method of documenting children's growth and development. Its purpose is to strengthen relationships among parents, their children, and the caregivers who work with them by providing caregivers with structured opportunities to learn more about children's everyday actions and behaviors. It is part of The Ounce Scale, an observational assessment that helps parents and caregivers recognize the significance of their children's behaviors and respond in ways that will encourage further growth. Eight age-specific Observation Records span the years from birth through age three and a half.

The Observation Record highlights the remarkable changes that occur during the early years. It is a guide to assist caregivers in starting conversations with parents about their children's development, understanding children's behaviors, and keeping track of children's growth in six areas of development. In home visits or conferences at center-based programs, the Observation Record offers caregivers a basis for reviewing the child's achievements and progress and beginning to think about the child's future development. All of the ideas and activities that are described apply to both boys and girls.

In the record, you'll find questions and rationales designed to guide your observations of the children in your care, along with brief explanations of developmental areas and examples of situations in which behaviors might be observed. This information will help you focus on key aspects of each child's development. The record includes space for you to write your own observation. To demonstrate growth, be sure to date your observations when you write them. A final section provides an opportunity for you to summarize what stands out about the child and to think about goals for the coming months.

For more information about The Ounce Scale, write to:

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Observation Record  
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**The Ounce Scale™**

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## I. Personal Connections: It's About Trust

How babies show trust

### 1. How does the baby show that familiar adults are important to her?

*Babies use their new crawling and walking skills to both move away from and return to the adults who care for them. They depend on the presence of these adults to feel safe and to explore their surroundings. Even brief separations may cause them to worry or become distressed.*

The baby might do one or more of the following:

- **Try to stay connected**—attempt to follow her caregiver when he or she leaves the room.
- **Enjoy people she knows**—show delight when a familiar adult plays peekaboo with her.
- **Seek approval**—look and wait for a smile from her caregiver before picking up a toy on the rug.
- **Read cues**—look for her caregiver's reaction before deciding whether to be upset after falling down.
- **Look for a secure base**—reach for a special person, and no one else, for soothing when she is upset or has hurt herself.

What does *this* baby do around familiar adults? (Include dates.)

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### 2. How does the baby respond to unfamiliar adults?

*Babies respond differently to people they know and trust than to people they don't know or haven't seen for a while. Though the intensity of behavior varies from child to child, babies this age may show wariness, fear, or worry when around new adults.*

The baby might do one or more of the following:

- **Stop short**—halt exploration or play to watch intently when a new person enters the room.
- **Send out distress signals**—cry inconsolably when her parents leave her with a new baby-sitter or caregiver.
- **Seek familiar comfort**—crawl to a caregiver for support when a new person tries to talk to her.
- **Be unsure**—seem worried about people she previously smiled at.
- **Reject someone new**—kick her legs and cry even harder when someone new tries to pick her up after she has fallen down.

What are some of the things *this* baby does around unfamiliar adults? (Include dates.)

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## II. Feelings About Self: Learning About Me

How babies express who they are

### 1. How does the baby show what he feels?

*Babies use gestures, movements, sounds, and facial expressions to show their likes and dislikes. By observing them and trying to understand their signals and cues, caregivers help babies learn that their feelings and wishes matter.*

The baby might do one or more of the following:

- **Get the plan**—begin to anticipate routines such as mealtime, bedtime, or diaper changing.
- **Be rejecting**—look away and squirm when offered a toy he doesn't want.
- **Disagree with you**—pull off his hat or sock right after you have just put it on.
- **Want to handle it himself**—try to take the spoon away as you are feeding him.
- **Repeat and repeat**—laugh and wiggle with pleasure as he repeats an activity such as shaking his head or making a silly face that makes you laugh.

How does *this* baby show what he feels? (Include dates.)

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### 2. How does the baby cope with different situations?

*Babies may be cautious or even frightened when they encounter something new or different, but they can be curious at the same time. They use previous experiences to help them manage and make sense of their world. When stressed, they can be comforted by familiar people, routines, and objects.*

The baby might do one or more of the following:

- **Settle himself**—rub the satin trim of his special blanket against his cheek when he's tired, overwhelmed, or trying to go to sleep.
- **Soothe himself**—suck his thumb when there's a lot of noise or confusion.
- **Calm himself**—grab and cling to his favorite teddy bear when there are too many people around him.
- **Be comforted**—relax in a caregiver's arms after being startled by a loud clap of thunder.
- **Rock the crib**—after not wanting to go to bed, rock hard and soothe himself with the rhythm of motion and sounds.

What are the ways *this* baby shows he's learning to cope? (Include dates.)

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### III. Relationships With Other Children: Child to Child

How babies act around other children

1. How does the baby show awareness of other children?

*Babies explore as they look, watch, smile, gesture, and touch one another. Although they are interested in other babies at this age, they tend to get more involved with adults, toys, or older children who know how to include them in their activities.*

The baby might do one or more of the following:

- **Peer at peers**—watch as several other children pull blocks off a shelf.
- **Get caught in the fun**—laugh along with other children who seem to be having a hilarious time together.
- **Poke a peer**—jab at the mouth or eyes of a nearby baby.
- **Take another's toy**—reach for a squeaky toy that another child is playing with.
- **Do as she sees**—push the wheeled toy back and forth as she sits beside another child who is doing the same.

How does *this* baby respond to other children? (Include dates.)

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## IV. Understanding and Communicating: Baby Talk

How babies understand and communicate

### 1. How does the baby show his understanding of gestures and words?

*Babies show they understand what's being said to them by responding to the gestures and words they see and hear most often. As routines become established, babies demonstrate they are beginning to feel comfortable with things happening in predictable ways.*

The baby might do one or more of the following:

- **Answer you**—point to the banana on his tray when you ask, “Where is your banana?”
- **Look forward to what's next**—giggle even before “This Little Piggy” is finished because he knows what will happen at the end.
- **Show you**—put a block in a cup, then take it out when you point and ask, “Where did the block go?”
- **Connect to books**—put his hand right beside yours when you are pointing to the picture you are reading about.
- **React to you**—start to cry, or turn away when you say, “It's time for bed.”

How does *this* baby show understanding of tone and gestures? (Indicate dates.)

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### 2. How does the baby use gestures and sounds to communicate?

*At this stage, babies begin to make consistent sounds and use them to communicate. They often use their own wordlike sounds to label familiar people or objects. They continue to express feelings and desires through sounds, facial expressions, and gestures.*

The baby might do one or more of the following:

- **Let you know it's no go**—shake his head or turn away when he sees the washcloth in your hand.
- **Show it's playtime**—start a game of peekaboo or “Where's Baby?” by hiding his face in his bib or his hands.
- **Indicate satisfaction**—push his cup away when he's finished drinking.
- **Invite a conversation**—babble away when someone is nearby, as though talking to him or her.
- **Motion to get down**—lift his arms toward you when he wants to get down from his high chair.

In what ways does *this* baby use sounds to communicate? (Include dates.)

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## V. Exploration and Problem Solving: Baby Discoveries

How babies explore and figure things out

### 1. How does the baby explore things around her?

*As babies begin to crawl, cruise, and then walk, they discover a whole new world of things to touch, feel, and taste. Their curiosity leads them to play with familiar things in new ways, and they become interested in experimenting with a variety of new materials.*

The baby might do one or more of the following:

- **Cause a crash and bang**—pull all the pots and pans out of the bottom cabinet and bang them against each other and the floor.
- **Do and do some more**—move from one activity to another.
- **Keep trying**—experiment until she gets the round shape into the round hole consistently.
- **Explore with many senses**—inspect the breadcrumb she found on the floor, then put it in her mouth.
- **Show patience**—try over and over to stack or push the large cup into the small cup.

How does *this* baby explore the things around her? (Include dates.)

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### 2. How does the baby show she remembers things?

*Babies show great memory skills by their first birthday. They like to imitate, and their play often incorporates what they see adults do such as using a spoon to stir, or brushing their hair with the doll's brush.*

The baby might do one or more of the following:

- **Show she knows**—point to several body parts when you name them.
- **Try to do it herself**—try to buckle the strap on her booster or car seat.
- **Find it**—unwrap a small doll or toy truck that she watched someone fold into a napkin.
- **Show you**—point to appropriate pictures in a book as you read a story to her and ask her where objects or people are that you are reading about.
- **Get her toys**—open certain drawers and cabinets because she knows these are the places where her toys are stored.

How does *this* baby show she remembers things? (Include dates.)

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**3. How does the baby show she is able to make things happen?**

*One-year-olds are persistent and try to make things happen over and over. You can almost see their thought processes churning as they show that they expect certain outcomes when they push a button or squeeze a soft toy.*

The baby might do one or more of the following:

- **Look for reactions**—drop her spoon over the edge of the high chair tray again and again while looking for someone to pick it up.
- **Show you what she wants**—hand a wind-up toy to you and gesture that she wants you to make it go.
- **Show delight**—turn the ring cone upside down and put one ring back on, using the same ring over and over.
- **React to an unexpected result**—grin as she pushes the ball across the floor, but become upset when she can't get it back again.
- **Show pride in her own progress**—pull off one sock, then look around and smile as she pulls off the other sock.

How does *this* baby make things happen? (Include dates.)

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## VI. Movement and Coordination: Babies in Motion

How babies move their bodies and use their hands

### 1. How does the baby control his body and move from place to place?

*Babies this age move in many different ways, whether crawling with increasing skill or taking their first independent steps. They can control their bodies to move purposefully, and they practice the movements that are most interesting to them.*

The baby might do one or more of the following:

- **Change position smoothly**—move from lying down to sitting up with increasing ease.
- **Stand up**—pull himself upright by holding onto the edge of a table or chair.
- **Go for a stroll**—cruise around the edge of the table by concentrating on how his legs should move.
- **Sit back down**—plop down on his bottom from a standing position in order to crawl across the room.
- **Help with his care**—participate in dressing by putting his arm out for a sleeve or his foot out for a shoe.

In what ways does *this* baby move around? (Include dates.)

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### 2. How does the baby use his hands to do things?

*Older babies use eye-hand coordination and their thumb and fingers in opposition to pick up, hold, and explore things. These skills, combined with greater mobility, enable them to grasp nearly everything they can see and reach.*

The baby might do one or more of the following:

- **Pick up little things**—pick up tiny bits of lint from the rug and put them in his mouth.
- **Take what he wants**—grab the spoon as you are feeding him.
- **Hold what you hold**—hang onto the sponge you are using to wipe up the spill on his tray.
- **Hold and release**—pick up and drop blocks onto a tabletop over and over, practicing how to let go.
- **Turn the pages**—flip through his board book using his fingertips and thumb.

What does *this* baby do with his hands? (Include dates.)

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## Areas of Development

### I. Personal Connections: It's About Trust

How children show trust

1. How children build relationships with familiar adults
2. How children respond to unfamiliar adults

### II. Feelings About Self: Learning About Me

How children express who they are

1. How children express who they are, their personality, their temperament, the way they are building self esteem, learning independence
2. How children manage their own behavior, self regulation
3. Expressing feelings: learning social skills when expressing feelings, needs, wants<sup>1</sup>

### III. Relationships With Other Children: Child to Child

How children act around other children

1. How children show awareness of other children, interact and play with them
2. Recognizing and responding to other children's feelings (empathy)<sup>2</sup>

### IV. Understanding and Communicating: Baby, Toddler, and Preschooler Talk

How children understand and communicate

1. Receptive language: understanding gestures, words, directions, questions, and routines
2. Expressive language: using gestures, words, several words together, conventions of speech, expressing thoughts and ideas
3. Participating in conversations<sup>3</sup>

### V. Exploration and Problem Solving: Baby, Toddler, and Preschooler Discoveries

How children explore and figure things out

1. How children attend, pay attention, explore, and understand concepts of color, size, matching, weight, and number
2. Memory, reasoning ability, imagination<sup>4</sup>
3. Making things happen, purposeful activity, expectations for planned results, anticipating consequences, solving problems

### VI. Movement and Coordination: Babies, Toddlers, and Preschoolers in Motion

How children move their bodies and use their hands

1. Gross motor: controlling body, moving around, combining movements, playing games
2. Fine motor: reaching, holding, letting go, intentional exploration, eye-hand coordination, creative activities
3. Self-help activities<sup>2</sup>

<sup>1</sup>This Indicator begins with Toddlers II.

<sup>2</sup>This Indicator begins with Toddlers IV.

<sup>3</sup>This Indicator begins with Toddlers I.

<sup>4</sup>This Indicator begins with Toddlers II.



## Areas of Development

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## The Ounce Scale Overview

The Ounce Scale™ is a functional, or practical, assessment that enables caregivers and families to record, understand, and evaluate young children's development. With The Ounce Scale, parents and caregivers have numerous opportunities to document, monitor, and participate in evaluating their children's progress and accomplishments continuously from birth to three and a half years of age. The Scale also assists providers in program planning, design, and implementation by improving parent and caregiver skills in observing and interpreting young children's behavior, and by providing information that parents and caregivers can use in everyday interactions with their children.

The Ounce Scale has three elements:

- The **Observation Record**, which helps child care professionals document and shape their observations.
- The **Family Album**, which encourages parents to understand and participate in their child's development.
- The **Developmental Profile**, which enables caregivers and other staff to evaluate each child's development and progress over time and to compare that development to specific performance standards.

The scale is organized around six areas of development:

- I. **Personal Connections—It's About Trust: How children show trust**
- II. **Feelings About Self—Learning About Me: How children express who they are**
- III. **Relationships With Other Children—Child to Child: How children act around other children**
- IV. **Understanding and Communicating—Baby, Toddler, and Preschooler Talk: How children understand and communicate**
- V. **Exploration and Problem Solving—Baby, Toddler, and Preschooler Discoveries: How children explore and figure things out**
- VI. **Movement and Coordination—Babies, Toddlers, and Preschoolers in Motion: How children move their bodies and use their hands**

The scale provides an interactive system of documentation, monitoring, and evaluation of development for Early Head Start programs, Even Start programs, early intervention programs (including children at risk for special needs or those with disabilities), and other home- and center-based infant, toddler, and preschool child care in the community. It provides a meaningful way to evaluate children's accomplishments, areas of difficulty, and approaches to learning, as well as guidance in determining future goals toward which to work. Families and caregivers using The Ounce Scale learn to observe their children and to use this information to enhance relationships and support development. A User's Guide is available to assist you in implementing The Ounce Scale.