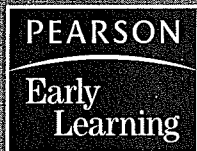


Babies II: 4-8 months



# 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 observations. 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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Development of The Ounce Scale was supported in part by grants from The Ounce of Prevention Fund, the Head Start Bureau, The Irving B. Harris Foundation, the A.L. Mailman Family Foundation, EightCAP, Inc., FiveCAP, Inc., the Minnesota Department of Children, Families and Learning—Early Childhood and Family Initiatives, and the Community Action Agency, Jackson, Michigan. The opinions expressed are solely those of the authors.

Design and Production by Margaret FitzGerald, Paula Bousley, and Pearson Education Development Group.

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Published and distributed by Pearson Education, Inc., publishing as Pearson Early Learning, New York, New York 10036

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Printed in the United States of America

3 4 5 6 7 8 9 10 V008 07 06 05 04

ISBN 1-57212-303-6 (Not for sale under this ISBN)



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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 let you know he wants to be with familiar adults?**

*Babies use sounds and facial expressions to let the important adults in their life know they prefer to be with them. They are likely to show their wants and needs to these adults and try to get responses from the adults who care for them regularly.*

The baby might do one or more of the following:

- **Reach out**—extend his arms and smile when someone approaches his crib or infant seat.
- **Enjoy eye contact**—smile when he catches his caregiver's eye.
- **Ask for play**—bounce up and down on his caregiver's lap to start a game of "horsie."
- **Respond to words**—babble and laugh as he looks intently into his caregiver's face as she talks with him.
- **Call out**—make loud sounds to attract the attention of someone in the other room.

How does *this* baby show he wants to be with you? (Include dates.)

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

*Babies recognize people who care for them by their voices, their physical features, the feel of their touch, and how they hold them. Babies may become distressed when new people try to hold them or play with them. Their responses also depend on their personality, how often they are around new people, and most important, how safe they feel.*

The baby might do one or more of the following:

- **Hide from strangers**—bury his face in his caregiver's shoulder while she talks to an adult he doesn't know.
- **Inspect someone**—look curiously at a relative he has not seen for some time.
- **Find a familiar face**—stop eating and look for an adult he knows when a new person comes into the room.
- **Seek comfort**—reach his arms out to his caregiver when someone new says "Hello" to him.
- **Show distress**—look worried and start to fuss when an unfamiliar adult approaches him.

What does *this* baby do 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 her feelings?

*Babies use their faces, voices, and bodies to indicate their feelings, needs, and wants. Some babies express themselves strongly; others show how they feel more quietly. Whatever the baby's style, adults have to figure out what babies mean and find ways to encourage them to express themselves.*

The baby might do one or more of the following:

- **Have fun with what's funny**—smile and laugh when someone acts silly and pretends to sneeze.
- **Show amazement**—look surprised when a clown pops up on her toy box after she presses the button.
- **Get cranky**—fuss and whine when she becomes tired of lying still during a diaper change.
- **Show you it's yucky**—wrinkle her face at the taste of a new food.
- **Sound upset**—cry when she hears a loud noise, such as the vacuum cleaner.

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

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

*Babies respond in their own way to new experiences, challenges, and frustrations. They use the familiarity of daily routines and adults they know and trust to help them make sense of different situations. When adults are helpful, babies can take pleasure in things that are surprising and can cope with the demands of new places and events.*

The baby might do one or more of the following:

- **Check in**—look expectantly to her caregiver when there's a sudden crashing noise.
- **Try it out**—cough or dribble a little, but continue trying to drink water or milk from the cup you are holding.
- **Settle down again**—start to wake at night again but settle easily when her parent arrives and reassures her with soft talk and pats.
- **Get upset**—startle and cry when an older child yells, "Peekaboo!" at her.
- **Fuss in a strange place**—fall asleep easily at home or at child care, but show distress and cry when put down for a nap in a new place.

What are some of the ways *this* baby shows she'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?

*When babies are around other children in child care, with siblings, or in a play group, they may spend long periods watching older children play. With age mates they often ignore each other or briefly explore one another with looks, sounds or touch.*

The baby might do one or more of the following:

- **Connect to kids**—look at nearby children and sometimes reach out to them.
- **Respond to attention**—look toward an older child who is showing him a toy.
- **Enjoy the view**—smile and vocalize as he watches other children nearby.
- **Get excited**—kick his feet when he sees other children playing in the park.
- **Make contact**—reach for the rattle another child is shaking in front of him.

What are some of the ways *this* baby responds 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 she's beginning to understand words, gestures, and daily routines?

*Even though babies don't understand what is actually being said, they begin to show they do understand the meaning when their caregivers communicate with words combined with gestures and expression. They respond more readily to words and gestures that are used repeatedly during daily routines.*

The baby might do one or more of the following:

- **Recognize her name**—look toward a familiar person who calls her name.
- **Show pleasure**—coo and laugh delightedly when you play a happy game with her such as patty-cake.
- **Answer you**—raise her arms when a caregiver holds out her hands and says, "Down?"
- **Understand your tone**—look worried when she hears someone using a stern voice.
- **Help out**—lift up her legs when she is on the changing table and you ask, "Ready for a clean diaper?"

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

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

*Babies use sounds and gestures for their own enjoyment and pleasure and to share what they feel or want. They also use sounds and gestures to invite or direct an adult's attention. Their babbling sounds have begun to take on the music of the language spoken to them by caregivers during daily routines.*

The baby might do one or more of the following:

- **Use sounds**—delight in her new ability to smack her lips, squeal on purpose, or repeat a consonant sound over and over.
- **Cut off contact**—look away when she has had enough activity or conversation.
- **Tell you it's tasty**—smile and coo when she is fed something she likes to eat.
- **Sing along**—vocalize to the song being sung to her.
- **Participate in back-and-forth**—smile and make sounds that mimic the tones of voices and the inflections she hears when people talk to her.

What are some of the ways *this* baby uses 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 and pay attention to what is happening around him?**

*The world of discovery for babies has expanded to include the things they can now reach and grasp. Babies continue to inspect and explore things, trying to figure out how these objects work. They show that they recognize familiar things, and they examine the details of new things.*

The baby might do one or more of the following:

- **Make an inspection**—explore with intensity a small toy he is holding in his hands.
- **Check out feelings**—react to the facial expressions of his caregiver such as a frown, scowl, or smile.
- **Respond to a call**—look toward the sound of his caregiver’s voice calling from the other room.
- **Study it carefully**—shake a rattle or turn a bell over and over as he listens to the sound.
- **Play a game**—respond to the words “Peekaboo, I see you.”

How does *this* baby show interest in things? (Include dates.)

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**2. How does the baby show he is beginning to remember things?**

*Babies are beginning to demonstrate their memory ability by searching for familiar objects in their environment and showing that they expect certain things to happen.*

The baby might do one or more of the following:

- **Take action**—pull back when someone approaches with a tissue in his or her hand.
- **Look upward**—look toward the sky when he hears the sound of an airplane going by.
- **Look overboard**—search over the edge of the high-chair tray looking for the piece of toast that disappeared.
- **Notice when someone leaves**—look all around for his caregiver after he or she left the room.
- **Protest what’s coming next**—start to fuss when he hears the water running in the tub because he is playing with his brother and doesn’t want to stop for a bath.

What are some of the ways *this* baby shows he remembers things? (Include dates.)

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

*Babies use familiar behaviors to try new things. They take great delight in the effects of their actions, although they may not understand what they did to make something happen.*

The baby might do one or more of the following;

- **Keep up the noise**—pat or hit a squeaky toy over and over, figuring out how to get it to make noise.
- **Get busy**—touch and push the keys on the toy without really understanding that he is the one making the noise happen.
- **Dip and taste**—put his finger in the applesauce, lick it off, and try it again.
- **Enjoy his own music**—bang his spoon on the high-chair tray, smiling at every bang.
- **Protest**—shriek to get your attention when there is no more food on his tray.

What are the ways *this* baby makes 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 move her body into new positions?**

*Babies make rapid progress in developing skills involving their arms, legs, and trunk. At this age they try to roll over, sit by themselves, and crawl; a few can pull themselves to a standing position. These skills follow a fairly predictable sequence but on a very individual time schedule.*

The baby might do one or more of the following:

- **Flip over**—roll from her stomach to her back, and then figure out how to roll from her back to her stomach.
- **Sit up**—move from lying down to sitting up.
- **Sit for a bit**—stay seated without support.
- **Rock herself**—sway back and forth on her hands and knees.
- **Try to crawl**—use her arms to pull herself along on the floor as a start toward learning to crawl.

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

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**2. How does the baby use her hands to do things?**

*Babies use their hands to pick up, hold, inspect, and figure out how to use things. Their eye-hand coordination is increasing, allowing them to reach for and grasp things with growing ease.*

The baby might do one or more of the following:

- **Take charge of her bottle**—reach with both hands to hold her bottle and then put it in her mouth.
- **Grab and play**—take the washcloth during her bath and swish it around in the water.
- **Make noise**—hold a block in each hand and bang them together over and over.
- **Feed herself**—use her hands to pick up large pieces of bread or crackers from her tray and put them in her mouth.
- **Trade**—pass a block or small stuffed animal from one hand to the other.

What are some of the things *this* baby does with her hands? (Include dates.)

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# **SUMMARY REPORT**

## **Pulling It All Together**

1. Describe this baby.

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2. List what this baby is especially good at.

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3. Note anything that seems difficult for this baby.

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4. What more do you want to know about this baby?

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Completed by \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

# **SETTING GOALS**

## **Putting What You've Learned to Work**

1. What are some "next steps" for this baby? What goals do you have for this baby in the coming months?

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2. What are your plans for helping this baby meet these goals?

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Completed by \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## 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.

## 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.