

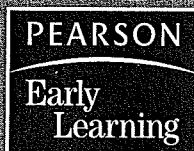
Babies 1: Birth-4 months



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 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:

Pearson Early Learning
1185 Avenue of the Americas
26th Floor
New York, NY 10036

or call 1-800-552-2259

www.PearsonEarlyLearning.com

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.

© 2003 Regents of the University of Michigan

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

All rights reserved under International and Pan American Copyright Conventions. No part of the material that is protected by this copyright notice may be reproduced in any form by any means, electronic or mechanical, including photocopying, recording, or by information storage or retrieval system without the written permission of the copyright owners.

Pearson® is a registered trademark of Pearson plc.

The Ounce Scale™ and The Ounce Scale™ logo are trademarks of Pearson Education, Inc.



Printed in the United States of America

6 7 8 9 10 V008 07

ISBN 1-57212-302-8 (Not for sale under this ISBN)



Babies I: Birth-4 months Observation Record Contents

I. Personal Connections: It's About Trust How babies show trust	2
II. Feelings About Self: Learning About Me How babies express who they are	3
III. Relationships With Other Children: Child to Child How babies act around other children	4
IV. Understanding and Communicating: Baby Talk How babies understand and communicate	5
V. Exploration and Problem Solving: Baby Discoveries How babies explore and figure things out	6
VI. Movement and Coordination: Babies in Motion How babies move their bodies and use their hands	7
Summary Report	9
Setting Goals	10

The Ounce Scale™

Samuel J. Meisels, Amy Laura Dombro,
Dorothea B. Marsden, Donna R. Weston, Abigail M. Jewkes

I. Personal Connections: It's About Trust

How babies show trust

1. What does the baby do when she is with familiar adults?

Right from birth, babies respond to the adults around them with a variety of behaviors. As infants experience life with their families and other caregivers, they get to know the people who care for them, and they become comfortable with them.

The baby might do one or more of the following:

- **Make eye contact**—gaze into the eyes of her caregiver while being fed.
- **Get comfortable**—stop crying when she hears a familiar voice or sees a familiar face.
- **Enjoy conversation**—coo and smile when familiar people talk to her.
- **Notice when left**—kick her legs and cry when her caregiver goes out of the room.
- **Work to draw you in**—fuss and wiggle until someone responds, then smile and gurgle.

What are the things *this* baby does around familiar people? (Include dates.)

2. How does the baby show awareness of unfamiliar people?

Even in their first few months some babies respond differently to unfamiliar people. How they respond depends on their personalities, how many different people care for them, and how the new person approaches them.

The baby might do one or more of the following:

- **Show her concern**—begin to fuss when a new person moves toward her.
- **Turn off her smile**—stop smiling when a new person takes her out of the arms of her caregiver.
- **Wait them out**—stop cooing when a new person leans over the crib to talk to her.
- **Avoid looking**—turn her head into the shoulder of her caregiver when a new person approaches.
- **Move away**—stiffen and lean away when an unfamiliar person picks her up.

How does *this* baby act around unfamiliar people? (Include dates.)

II. Feelings About Self: Learning About Me

How babies express who they are

1. How does the baby show his feelings?

Babies use their voices, faces, and bodies to express their feelings. Some express themselves very strongly while others are quieter and more self-contained. When you and other adults listen to and try to understand them, babies learn that feelings count and that adults will respond to them.

The baby might do one or more of the following:

- **Announce when he's hungry**—cry when he wants to be fed.
- **Turn off his smile**—frown or yawn when someone talks too loudly.
- **Act to be picked up**—protest loudly when he's not picked up when he wants to be.
- **Respond to less**—thrash and fuss or turn his head away when a caregiver is too eager and talks too much, but quiet when the caregiver gently rocks him.
- **Share smiles**—coo and break into smiles when someone familiar talks to him.

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

2. How does the baby help calm himself?

A baby's world is filled with new sights, sounds, smells, tastes, and touches that can sometimes be overwhelming. With adult support, babies begin to develop strategies for calming themselves. Some babies need a lot of help to figure out how to do this while others seem to know what to do from the time they are born.

The baby might do one or more of the following:

- **Suck to settle**—suck on his fingers to help himself go to sleep.
- **Calm when he's comfy**—become quiet when swaddled in a soft blanket.
- **Relax to music**—become calm and fall asleep after the lights are dimmed and a song is sung softly.
- **Quiet to soothing sounds**—quiet down by relaxing his arms and legs as his caregiver talks to him in soft tones.
- **Ask for a break**—look away or arch his back when his caregiver talks, playfully cuddles, or makes many sounds, but coo and settle when his caregiver becomes quiet.

What does *this* baby do to calm himself? (Include dates.)

III. Relationships With Other Children: Child to Child

How babies act around other children

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

In the first few months of life babies' responses to other children are not very different from their responses to adults. Brothers and sisters are often the first to elicit a laugh from the baby. Other children's voices are often an invitation to respond.

The baby might do one or more of the following:

- **Participate**—kick and coo as a sibling or older child tries to tell her all about a game he played that afternoon.
- **Give a glance**—look in the direction of a nearby child.
- **Take to clowning**—smile and coo when an older child makes faces at her as she sits in her infant seat.
- **Be troubled by fast moves**—startle and begin to cry when an older child rushes up and starts waving his or her hands in front of her face.
- **Share a laugh**—laugh out loud for the first time when an older sibling or neighbor's child sneezes, then does it again.

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

IV. Understanding and Communicating: Baby Talk

How babies understand and communicate

1. How does the baby respond to sights and sounds?

Babies are learning to respond to their caregivers' tone of voice, touch, and facial expressions. They begin to understand the world around them as they hear the words caregivers say while dressing them, changing their diapers, feeding them, and playing with them.

The baby might do one or more of the following:

- **Listen to the familiar**—get quiet when he hears his name or when someone says, "I'm coming."
- **Show he understands**—look toward the bottle when he hears someone talking to him as he or she brings his bottle to him.
- **Have fun with words**—laugh when someone plays "Ah-boo!" with him.
- **Get excited**—smile when someone talks excitedly to him about something.
- **Reject the crib**—cling to his caregiver and start to cry when he realizes that he is about to be put in his bed.

How does *this* baby react to what he sees and hears? (Include dates.)

2. How does the baby use sounds and movement to express himself?

Looking and crying are among the first ways babies communicate. Their cries might mean "I'm hungry," "I'm cold," or "I want some company." By paying attention and responding to babies' attempts to communicate, caregivers help them learn to express their wants and needs successfully.

The baby might do one or more of the following:

- **Cry for a cuddle**—shed tears as though trying to say, "Pick me up."
- **Repeat himself**—squeal again and again as he tries out making new sounds.
- **Raise a ruckus**—kick and cry while his diaper is being changed.
- **Show he's feeling good**—sigh or coo when he is picked up and held.
- **Sound off about people**—coo, smile, kick, or screech when other people are near in order to be part of the action.

What are the ways *this* baby uses sounds to communicate? (Include dates.)

V. Exploration and Problem Solving: Baby Discoveries

How babies explore and figure things out

1. How does the baby show that she is paying attention to what is happening around her?

Babies use combinations of facial expressions, movements, and sounds to show what interests them, when they want more attention, and when they have had enough activity. They differ in how much stimulation is needed to hold their interest and how much activity they can deal with comfortably.

The baby might do one or more of the following:

- **Show fascination for fun things**—look toward a moving toy or a dangling string of pop beads.
- **Fix on a moving object**—follow your face with her eyes as you move from side to side.
- **Watch her hands**—gaze at her hands as they wave about in front of her.
- **Know her things**—recognize her bottle in her caregiver’s hand.
- **Show she’s listening**—look toward the phone when she hears a bell ring, even though it might be the door bell.

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

2. How does the baby act upon her world?

Babies use their behaviors in ways that can get a response from the people around them. They smile, laugh, fuss, cry, and move their arms and legs to make things happen.

The baby might do one or more of the following:

- **Make waves**—look very surprised as she kicks her feet while in her bath and some water splashes into her face.
- **Handle a mobile**—touch a dangling toy on a mobile, making it move and play music.
- **Move toward a meal**—turn toward the nipple and start to suck when she sees the breast or bottle, or feels the nipple on her cheek.
- **Get some exercise**—bat at the rings of the crib gym.
- **Explore how it tastes**—put things in her mouth, whether they are big or small, sharp or smooth, dirty or clean.

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



VI. Movement and Coordination: Babies in Motion

How babies move their bodies and use their hands

1. How does the baby show that he is beginning to control his body?

Many of babies' first movements are guided by reflexes. Over time, these reflexes fade as babies gain control over when and how they will move.

The baby might do one or more of the following:

- **Get into action**—wave his arms and kick his legs while on his back.
- **Take a look**—hold his head up and glance around briefly while he is held on someone's shoulder.
- **Turn left and right**—move his head one way and then the other when lying on his stomach.
- **Push up**—lift his head and chest and look around for a moment.
- **Do leg presses**—push his legs against the bottom of the crib.

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

2. When the baby lies on his back, what does he do with his hands?

Newborns' hands are usually in a fisted position. They tightly grasp whatever is placed in their hands. At around six weeks their hands begin to relax and they start exploring and touching. Babies often stare at their hands in wonder as they gradually realize they have some control over their movement.

The baby might do one or more of the following:

- **Get a grip**—fold his fingers around a small rattle that is placed in his hand.
- **Try a taste**—start to bring a rattle to his mouth.
- **Engage in finger play**—explore his fingers as his hands meet over the middle of his body.
- **Go hand to mouth**—suck on a finger or his whole fist.
- **Take a swipe**—bat at a soft toy hung in front of him when he is in his infant seat.

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

SUMMARY REPORT

Pulling It All Together

1. Describe this baby.

2. List what this baby is especially good at.

3. Note anything that seems difficult for this baby.

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

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?

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

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, wants¹

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)²

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 conversations³

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, imagination⁴
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 activities²

Observation Record
Babies 1
Birth-4 months

Child's name
From / /

Date of birth
to / /

Caregiver/Home Visitor

¹This Indicator begins with Toddlers II.

²This Indicator begins with Toddlers IV.

³This Indicator begins with Toddlers I.

⁴This 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.