

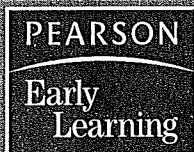
Toddlers III: 30-36 months



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 also 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

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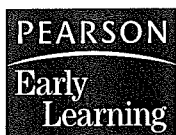
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Observation Record
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The Ounce Scale™

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

I. Personal Connections: It's About Trust

How toddlers show trust

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

Toddlers imitate their regular caregivers and are influenced by their characteristics and values. Although toddlers may manage separation more easily than when they were younger, they continue to depend on their caregivers' presence, consistency, and comfort.

The toddler might do one or more of the following:

- **Copy your concern**—pat her stuffed animal on the back, imitating the comforting techniques she's learned from the way she's taken care of.
- **Run for comfort**—return to her caregiver for safety when she hears a sudden loud noise, such as a car backfiring.
- **Pretend to be you**—dress up to look like a familiar adult and act out things she has seen that adult do.
- **Insist on friendly support**—refuse to take off her shirt for the doctor to listen to her chest unless her caregiver holds her hand.
- **Copy adult language**—use the slang or words she has heard adults use, especially angry words.

How does *this* toddler show that familiar adults are important to her? (Include dates.)

2. How does the toddler respond to new people?

Older toddlers are attracted to new experiences but rely on their sense of the familiar and expected when dealing with new people or situations. They are supported by the structure and familiarity of daily routines and by the support and closeness of their caregivers.

The toddler might do one or more of the following:

- **Let a familiar story make it easier**—take one of her favorite books over to the new caregiver for him or her to read.
- **Show off**—show a classroom visitor the new sneakers she's wearing for the first time.
- **Trust the neighbor**—become excited about going to the park with the next-door neighbor rather than refusing because someone other than you is taking her.
- **Try something new**—finger paint for the first time even though a new teacher is sitting at the table.
- **Do as you do**—hug a grandparent she hasn't seen for a long time, imitating her mom's greeting.

What does this toddler do around unfamiliar adults? (Include dates.)

II. Feelings About Self: Learning About Me

How toddlers express who they are

1. How does the toddler show confidence in himself and growing comfort with his own independence?

Older two-year-olds begin to take initiative and respond to opportunities to show their growing competence. They have strong preferences and keep trying to make things happen the way they want them to.

The toddler might do one or more of the following:

- **Want bedtime company**—ask a parent to stay with him because he believes there's a tiger under his bed.
- **Ask for help**—go to his caregiver for help in getting a turn at the easel because it feels as if he's been waiting a long time.
- **Show you**—with much excitement, show you a new finger play he learned at circle time, even if he remembers only parts of it.
- **Decide on his own clothes**—choose a shirt to wear and try to put it on "by self," even though it is backward.
- **Avoid transitions**—resist getting ready to go home at the end of the day.

How does *this* toddler show his confidence and independence? (Include dates.)

2. How does the toddler show he is trying to manage his feelings and behavior?

Toddlers try to manage themselves by making choices and finding ways to express feelings. Some toddlers manage tension by becoming very active, while others become passive. Some toddlers have trouble deciding; others have clear ideas and insist on following them; still others need adults to help them decide what to do.

The toddler might do one or more of the following:

- **Change his mind**—respond to a choice of foods for breakfast by choosing one and then changing his mind when you put it on the table.
- **Look at me**—Show the caregiver how he hung his painting on the drying rack.
- **Do things for himself**—pull his own pants down and up when using the toilet.
- **Comfort himself**—tell his caregiver that his mommy will come soon as a way to help himself wait.
- **Use words**—shout, "I don't like you," when he can't have his own way.

In what ways does *this* toddler show he's trying to manage his behavior? (Include dates.)

3. How does the toddler show growing awareness of social skills when expressing himself?

Toddlers are learning how to express themselves so that others will listen and consider their requests. Adults are very important in helping toddlers learn socially acceptable ways of expressing their wants and needs. They are models for the behaviors toddlers will adopt.

The toddler might do one or more of the following:

- **Say it**—use words to indicate that he doesn't want to come sit down for story time.
- **Be polite**—use social conventions such as *please* when he wants something.
- **Try again**—whine when he wants another cookie, but stop when reminded that there is a better way to get a second cookie.
- **Ask for it**—start to climb on the table to reach the pitcher of juice, but pause, sit down, and ask for the juice to be passed to him.
- **Make it happen**—call for help when he wants a turn on the tricycle or on the slide.

How does *this* toddler express his feelings and wants? (Include dates.)

III. Relationships With Other Children: Child to Child

How toddlers act around other children

1. How does the toddler play with other children?

Toddlers talk to one another, imitate one another, and engage in simple pretend play. They play fairly well together in small groups, even as they guard their possessions by grabbing, refusing, commanding, and hitting. They often need reminders to use words to settle arguments.

The toddler might do one or more of the following:

- **Want the same thing**—look for the same sand toys her classmate is using at the sand table.
- **Grab it**—take a cup from a friend at the water table and declare, “That’s mine!”
- **Read with a friend**—look at a familiar book as she sits beside another child.
- **Do what her friend does**—watch a child build with blocks and do the same thing.
- **Join in**—participate in simple group activities such as follow the leader or march in a band.

How does *this* toddler interact with other children? (Include dates.)

2. How does the toddler show that she is beginning to understand how other children feel?

Toddlers show that they can recognize how other children feel, but they may have a hard time separating those feelings from their own. They need adults to help them learn how to respond to and work out solutions to conflicts.

The toddler might do one or more of the following:

- **Get help**—run to get the teacher after pushing another child off the swing and making him cry.
- **Respond as if it were her**—begin to cry when she sees another child who has just had a toileting accident.
- **Show appreciation**—say, “Thank you,” after another child helps to get her riding toy unstuck.
- **Give comfort**—offer her ball to a child who is crying because he can’t get a turn at the easel.
- **Offer help**—help her friend pick up the crayons that spilled when he was putting them away on the shelf.

In what ways does *this* toddler show she’s beginning to understand how other children feel? (Include dates.)

IV. Understanding and Communicating: Toddler Talk

How toddlers understand and communicate

1. How does the toddler show understanding of questions, two- or three-step directions, and main ideas in stories?

Older two-year-olds show understanding by offering ideas or by agreeing or refusing to do things. They understand more language than they can vocalize. While learning sequence, they get used to things happening in predictable ways and can be upset when the order changes.

The toddler might do one or more of the following:

- **Show his age**—hold up two fingers when asked how old he is.
- **Enjoy silly humor**—laugh when someone points to his or her elbow and asks, “Is this my head?”
- **Be enticed by rewards**—come in from playing outside after being told there’s a dish of applesauce waiting for him.
- **Insist on his schedule**—insist that reading a story comes *before* and not *after* brushing his teeth.
- **Replay the action**—remember the main parts of a story in sequence (in the order in which it happened).

In what ways does *this* toddler show he understands language? (Include dates.)

2. How does the toddler show his growing ability to use conventions of speech when expressing his thoughts and ideas?

Toddlers now use words to ask questions, talk about feelings, and explore ideas. They learn new words and experiment with language as they talk and play with adults and children throughout the day.

The toddler might do one or more of the following:

- **Act out feelings**—talk about being *sad*, *mad*, *bad*, or *angry* as he plays with the puppets.
- **Talk about position**—use an increasing number of prepositions and position words, such as *bottom*, *top*, *above*, and *below*.
- **Ask questions**—show his curiosity about things he sees on walks, hears in conversations, or wonders about when he listens to stories.
- **Talk about himself**—refer to himself as *me* or sometimes *I* rather than by name, and often announces “Mine!”
- **Talk about bodies**—name even more body parts, like *thumb*, *shoulder*, or *eyebrow*.

How does *this* toddler use words to communicate? (Include dates.)

3. In what ways does the toddler participate in conversations?

Toddlers now eagerly participate in conversations. Their favorite method is to ask "Why?" Another favorite is "How come?" Conversations among peers are becoming more focused and can produce discussions about whatever is on the minds of the participants.

The toddler might do one or more of the following:

- **Pose a question**—ask questions to keep a conversation going.
- **Imitate what he hears**—talk with stuffed animals using inflections that mimic the tones of conversations he hears when adults talk on the phone, around the dinner table, or in the store.
- **Invite a response**—look at a picture book and ask questions or make comments that are intended to get responses from the people around him.
- **Share his thoughts**—make comments about whatever comes to mind, not necessarily staying on any one topic.
- **Chime in**—add his own thoughts to what a peer is talking about during circle time or at snack.

In what ways does *this* toddler participate in conversations? (Include dates.)

V. Exploration and Problem Solving: Toddler Discoveries

How toddlers explore and figure things out

1. How does the toddler explore in detailed ways and show understanding of some abstract ideas?

Manipulatives such as connecting blocks, puzzles, pegboards, pattern blocks, and pop beads are all useful for discovering and trying out new ideas. Older two-year-olds are able to sort and categorize by one attribute, and understand several positional words.

The toddler might do one or more of the following:

- **Repeat the rules**—explain to the child sitting next to her that in school the crayons belong to everyone, so everyone has to share the silver crayon.
- **Play with size**—show understanding of concepts of size as she experiments with the finger play “Here’s a Ball for Billy.”
- **Talk about time**—show a beginning understanding of time as she explains that everyone will go to the farm “in the very next day *after* we have rest time.”
- **Make something happen**—pour water into the buckets on a water wheel to make it turn.
- **Put things in order**—stack many rings on the ring cone in order from large to small.

In what ways does *this* toddler explore and show understanding of new concepts? (Include dates.)

2. How does the toddler show she has a plan when she starts to do something?

Older toddlers look around, find materials, ask questions, and carry out particular plans of action or activity. Their play includes make-believe as they act out their understanding of their everyday lives.

The toddler might do one or more of the following:

- **Play house**—put the play dough cookies on a plate and take them to the housekeeping area to put them in the oven.
- **Go shopping**—put on a hat in the dress-up area and then go find some blocks to put in her shopping cart.
- **See how it feels**—dramatize her thoughts about what it would feel like to be a lion and figure out how to make herself feel as big and strong as a lion.
- **Let’s play**—collect blocks and pans to bang on and encourage a friend to march in a band with her.
- **Act out a story**—find several friends who can help act out the story of *Ask Mr. Bear*.

How does *this* toddler show she has a plan as she plays? (Include dates.)

3. How does the toddler show her increasing ability to figure things out?

Older toddlers can use what they've learned from experience to think through problems and take action to overcome them. This new problem-solving ability, along with trial and error, helps them figure out new or puzzling situations.

The toddler might do one or more of the following:

- **Find the right one**—look in the kitchen area for a pan that is big enough to hold a lot of sand at the sand table.
- **Combine things**—go to the art area for some play dough to make into pancakes with the frying pan in housekeeping.
- **Use help**—get a friend to help her lift a big block up to the top of the tower they're building.
- **Discover new ways**—show a caregiver how she put all the pegs in rows on the pegboard to make them look like stairs.
- **Try something new**—take a new puzzle from the puzzle rack and, after trying to put it together, announce, "This is too hard!"

In what ways does *this* toddler show how she figures things out? (Include dates.)

VI. Movement and Coordination: Toddlers in Motion

How toddlers move their bodies and use their hands

1. How does the toddler move with increased control and skill while combining movements to participate in play activities?

Toddlers continue to practice and refine the ways they control their bodies and movements in relation to new equipment, other children, games, and music. They move for a purpose rather than just for the sake of being active.

The toddler might do one or more of the following:

- **Move with his friends**—participate in group activities, such as keeping a beach ball afloat or doing the hokey-pokey.
- **Show physical skill**—step over a small block to complete an obstacle course.
- **Ride those riding toys**—use the pedals to make a tricycle go.
- **Jump down**—squeal with delight as he climbs up and jumps off the bottom step of the stairs over and over again.
- **Try a toss**—throw a ball with an underhand motion, although it may not go where he wants it to go.

In what ways does *this* toddler use his body? (Include dates.)

2. How does the toddler use his fingers, hands, and eyes to engage in a variety of activities?

Toddlers spend time exploring and finding out new ways to do things, such as tearing paper, fitting things together, piling, and matching things. They explore as they go along and often do not remember what they produced.

The toddler might do one or more of the following:

- **Act with his hands**—participate in finger plays and circle songs like “This Is the Way We Wash Our Clothes.”
- **Watch it grow**—paint with large strokes at the easel, watching the paint as it drips down the page.
- **Build it**—make a tower with connecting blocks and then tell everyone that it looks like a house.
- **Fill the page**—experiment with writing tools as he makes dots, lines, big sweeping strokes, and tiny little squiggles using every color available.
- **Scribble a story**—make a lot of wiggly lines on his paper and run to the caregiver to show her the story he made about a lion and bear and a boy.

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

3. How does the toddler participate in self-help activities?

Older two-year olds are firmly attached to routines. They are also trying to be independent and may be rigid about the foods they will eat, which shirt they will wear, and doing things for themselves.

The toddler might do one or more of the following:

- **Do it himself**—undress himself with very little or no help.
- **Set the table**—help get the table ready for lunch by putting out the spoons and cups, one at every place.
- **Help in the kitchen**—help prepare food for salads by tearing the lettuce, peeling a banana, or spooning out the dressing.
- **Eat on his own**—feed himself using a spoon and fork with relative ease and little spilling.
- **Dress himself**—put on many of his own clothes by himself, such as pulling his shirt over his head, though it may be on backward, or putting on his underpants after you help him figure out which hole is for which foot.

What are some of the self-help activities in which *this* toddler participates? (Include dates.)

SUMMARY REPORT

Pulling It All Together

1. Describe this toddler.

2. List what this toddler is especially good at.

3. Note anything that seems difficult for this toddler.

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

Completed by _____

Parent Signature _____ Date _____

Areas of Development

Observation Record
Toddlers III
30-36 months

Child's name

Date of birth

From / / to / / Caregiver/Home Visitor

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

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.