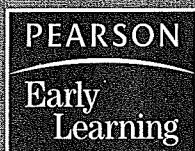


Toddlers II: 24-30 months



# 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 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:

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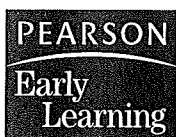
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**The Ounce Scale™**

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

How toddlers show trust

### 1. How does the toddler show that your presence helps him do things on his own?

*Toddlers often switch between trying to be in charge and needing the closeness and comfort of their caregivers. Even though they sometimes seem unwilling to accept help, they need help, praise, and the approval of trusted adults.*

The toddler might do one or more of the following:

- **Take a big leap**—jump from a footstool onto a pile of pillows on the floor, as long as his caregiver is nearby.
- **Look for swing support**—move toward the swing at the playground, then ask his caregiver to come too.
- **Cling for comfort**—tightly hold his caregiver's hand until the noise from the siren fades away.
- **Strive for independence**—push away his caregiver's helping hand and continue to climb to the top of the slide by himself.
- **Slide with support**—climb to the top of the slide but call for his caregiver to stand beside him before he slides down.

How does *this* toddler show that the presence of familiar adults helps him do new thing? (Include dates.)

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### 2. How does the toddler respond to new people?

*Toddlers can find new people and places both exciting and scary. Some seem to worry more now in new situations than when they were younger. Sometimes they are very willing to try new things while other times they need comfort and encouragement to feel safe.*

The toddler might do one or more of the following:

- **Speak with hesitation**—tell his new caregiver his name, though only in a whisper.
- **Hold on for safety**—cling to his caregiver's pants leg when introduced to someone new.
- **Take a minute**—stand off to the side to look the situation over when visiting a new classroom, or watch for a while as a group of older children play in the sand pile.
- **Inspect from a distance**—watch as his dad talks to an unfamiliar person while continuing to play with his trucks.
- **Look for comfort**—ask his caregiver to carry him as they go into the busy laundromat.

How does *this* toddler react to new people? (Include dates.)

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## II. Feelings About Self: Learning About Me

How toddlers express who they are

### 1. How does the toddler show how she feels about herself?

*Toddlers' feelings of competence sometimes lead them to expect more of themselves than they can do. By supporting their different styles of being in the world, adults encourage them to keep trying and learning.*

The toddler might do one or more of the following:

- **Disappoint herself**—insist that she can carry her glass of milk over to the table, then cry when it spills.
- **Pretend to be a caregiver**—explore being a caregiver while feeding her doll, putting it on her shoulder, and then tucking it into bed.
- **Be impatient with herself**—dump the puzzle pieces on the table and then feel unhappy with herself until she gets help.
- **Feel competent**—try to wipe up the paint she spilled and then give a big smile.
- **Be the center of attention**—call for everyone to look at her as she prances around the room in her firefighter boots or fancy hat.

In what ways does *this* toddler show how she feels about herself? (Include dates.)

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### 2. How does the toddler show she is trying to manage her own behavior?

*Toddlers feel powerful and want to do things by themselves. They push limits to see how far they can go. Although this can make them appear stubborn and uncooperative at times, it's really about asking adults to set limits so they can find out what they can and can't do.*

The toddler might do one or more of the following:

- **Make up the rules**—insist on a bedtime routine of getting into her pajamas first, then brushing her teeth, then reading a story, and then getting a drink of water.
- **Call for help**—hang onto the dramatic play hard hat that her classmate wants as she yells, "No, no," and then calls for help from the teacher.
- **Accept substitutions**—whine when she can't have cookies but cheer up when you give her juice.
- **Cooperate with you**—protest and shake her head when asked to put things away but join in when you offer to help with the cleanup.
- **Need to move**—start running around and around while waiting for a snack.

In what ways does *this* toddler try to manage herself? (Include dates.)

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**3. How does the toddler use language and pretend play to express her feelings?**

*Toddlers' growing use of words enables them to express more clearly how they feel about things. They use words and dramatic play to learn about their fears and try out different moods such as anger, sadness, and joy.*

The toddler might do one or more of the following:

- **Act fierce**—pretend to be a lion and roar at everyone.
- **Tell her story**—say over and over in a trembling voice, "Mommy go, Mommy go," as she watches her mom walk down the path away from the child care center.
- **Act it out**—act out a visit to the doctor as she gives "shots" to her stuffed animals and then cuddles and comforts them, saying, "Okay, you're all right."
- **Be happy to help**—jump up and down and run over to the table when asked if she would like to help make the fruit salad for lunch.
- **Run to safety**—walk confidently down the street until she sees a dog coming toward her, and then turn around and run to the safety of her caregiver's arms.

How does *this* toddler express her feelings? (Include dates.)

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

How toddlers act around other children

**1. How does the toddler play with other children?**

*Toddlers like to be near other children and enjoy small-group activities. They imitate one another and may form specific friendships within small groups of familiar children. They continue to need adult help to settle arguments.*

The toddler might do one or more of the following:

- **Go for a social ride**—drive his car along in the play yard, calling “Beep-beep!” to the child driving ahead of him.
- **Shares sometimes**—sometimes hold on to his toy when another child asks for it, but at other times give it up.
- **Be pushy**—push another child away from the slide so he can climb the steps first.
- **Invite a friend for dinner**—put plates on the table in the dramatic play area and ask another child to come sit down for dinner.
- **Act grabby**—grab a toy car away from another child and refuse to give it back.

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

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

*Toddlers are aware of others' feelings and may try to comfort children who are sad. However, in the heat of a disagreement they continue to need adult support to understand what is happening and to realize that someone else's needs are involved.*

The toddler might do one or more of the following:

- **Feel another child's unhappiness**—look sad or upset when the child whose tricycle he grabbed starts to cry.
- **Learn self-control**—listen as the caregiver explains that hitting hurts and that he or she will help him use words next time.
- **Hear his friend's protest**—reach for a crayon another child is using but stop when that child objects.
- **Be sympathetic**—say, “Sorry,” when his friend's painting rips after they try to take it off the easel.
- **Be a friend**—hug a child who's crying because she can't have the toy she wants.

In what ways does *this* toddler show awareness of how other children feel? (Include dates.)

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## IV. Understanding and Communicating: Toddler Talk

How toddlers understand and communicate

### 1. How does the toddler show her understanding of words, questions, and directions?

*Toddlers show their understanding of words and their messages by the way they respond to what people say to them. They can follow simple directions, respond to questions, and understand beginning concepts of space (position words) and sequence (routines).*

The toddler might do one or more of the following:

- **Answer questions**—respond when asked, “What’s this?” as she looks through a book with you.
- **Catch your meaning**—show she understands position words, such as, “Put your shoes *in* the closet” or “Please put your plate *on* the table.”
- **Follow directions**—respond successfully to two-step requests, such as, “Please get my sweater and bring it to me.”
- **Wonder about “where”**—get her coat from the hook and ask, “Where are we going?”
- **Get the big picture**—understand increasingly complex ideas, such as, “When we finish our story we’ll have a snack.”

How does *this* toddler show she understands words? (Include dates.)

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### 2. How does the toddler use words and conventions of speech to express her thoughts and ideas?

*Two-year-olds show their fascination with language by expressing their needs, making demands, and talking about things that have happened. Their language skills develop on individual time schedules. They use about 50 to 300 words. Some toddlers are putting three or four words into sentences.*

The toddler might do one or more of the following:

- **“Read” the pictures**—label objects in pictures and comment about what’s happening in the picture.
- **Talk about her day**—use words to tell you about the new toy a friend brought to school that morning.
- **Memorize things**—sing songs or recite finger plays from memory, getting most of the words right.
- **Let you know**—use language with increasing clarity to ask for what she wants.
- **Explain how it works**—use words to describe what you do with an object, such as saying “Mommy’s hair” when picking up a comb, rather than simply demonstrating how to use it.

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

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**3. How does the toddler show interest in and some ability to participate in conversations?**

*Toddlers are finding more and more ways to enter and take part in conversations. They particularly enjoy the power of asking "why" questions.*

The toddler might do one or more of the following:

- **Start a conversation**—point to a picture in a book and ask, "What's that lady doing?"
- **Add to a story**—add her own words to another person's description of the trip to the museum.
- **Ask "why?"**—start to ask "Why?" as part of every conversation, often because she really wants to know.
- **Get involved**—make up stories as a way to enter conversations.
- **Invite you to talk**—show a caregiver a toy and try to engage her in a conversation about the toy.

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

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## V. Exploration and Problem Solving: Toddler Discoveries

How toddlers explore and figure things out

### 1. How does the toddler explore and show understanding of concepts like color, matching, and size?

*Toddlers explore objects in new ways all day long. They learn by touching, holding, taking apart, and trying to rebuild. They learn how things work and understand beginning concepts of color, matching, same, and different.*

The toddler might do one or more of the following:

- **Build things**—explore new ways to put things together, such as blocks, beads, pattern blocks, pegboards, or collage shapes.
- **Observe with intensity**—follow the path of an ant as it crawls across the sidewalk, or closely inspect every part of a spider's web.
- **Put like things together**—match pictures of similar things, such as, all the pictures of birds or of bugs.
- **Match it**—find a blue crayon just like the one a friend is using.
- **Want the same amount**—complain that he doesn't have as many crackers as a friend has.

How does *this* toddler explore and show he's learning new things? (Include dates.)

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### 2. How does the toddler show reasoning skills and imagination as he plans how he will do things?

*Toddlers can now think ahead and plan what will happen next. They depend on routines and can be upset if asked to change from what they are expecting. They act out what they experience in daily life during dramatic play, block building, and art activities.*

The toddler might do one or more of the following:

- **Make one thing with another**—push chairs into a row to create a train and call out for people to come and ride.
- **Hunt patiently**—dump the contents of a box all over the floor as he looks everywhere for the front loader tractor he was using yesterday.
- **Plan a party**—go over to the water table to fill up the teapot so he can make tea for the stuffed animals placed on chairs around the table.
- **Make a wish**—put sticks on the play dough mound and look for someone to come over and blow out the candles on the birthday cake.
- **Be prepared**—find all the felt cutouts needed to tell the story of *Ask Mr. Bear* on the felt board.

How does *this* toddler show he has a plan when he uses toys and other things? (Include dates.)

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**3. How does the toddler show his growing understanding of consequences as he acts out events and follows familiar routines?**

*Toddlers are very determined and often appear stubborn while trying to follow routines in the way they understand them. They want to make things happen in exactly the way they think they should happen and can be very surprised when things don't work the way they expect.*

The toddler might do one or more of the following:

- **Copy what he's seen**—look all over for the plastic screwdriver because he needs to fix the wheel on the wagon just like Grampa did.
- **Ask for adult help**—call for help from a nearby adult rather than hit or fight with another child who has grabbed his truck from him.
- **Try it his way**—insist on putting on his hat and mittens before putting on his coat, even though he discovers he has to take off his mittens in order to get his coat on.
- **Find following rules hard**—show frustration when trying to follow the rules of follow the leader.
- **Have a plan in mind**—go over to the book corner to find a book about cowboys after pulling on cowboy boots he found in the dress-up box.

How does *this* toddler show he's beginning to understand how things work? (Include dates.)

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## VI. Movement and Coordination: Toddlers in Motion

How toddlers move their bodies and use their hands

### 1. How does the toddler move with increasing control and skill?

*Toddlers practice walking, running, turning, and jumping, gaining coordination as they do. Their skills often depend on the opportunities they have to use play equipment and engage in active play.*

The toddler might do one or more of the following:

- **Make riding progress**—make a riding toy go by using her feet on the ground first, then gradually learning to use the pedals.
- **Walk on the lines**—try to walk only on the cracks in the concrete sidewalk.
- **Use her brakes**—stop and start running at will.
- **Follow the leader**—do what the person in front does in a simple obstacle course.
- **Jump, jump, jump**—call for you to watch her as she jumps once, twice, and then gallops away.

How does *this* toddler move around? (Include dates.)

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### 2. How does the toddler use her fingers, hands, and eyes to accomplish a variety of tasks?

*As toddlers practice skills with many kinds of materials, they gain increased eye-hand coordination and the ability to do more complicated tasks. They repeat familiar activities over and over and eagerly try a variety of new art materials and manipulatives.*

The toddler might do one or more of the following:

- **Tell a story**—Turn the pages of a book one at a time.
- **Work those pieces**—push together and pull apart connecting blocks or large plastic beads that pop together end to end.
- **Get a grip**—use her thumb and fingers (instead of a full-fist grasp) to hold markers and crayons.
- **Move her fingers**—do the hand motions for finger plays such as *Two Little Blackbirds* or *Open, Shut Them*.
- **Turn that cap**—use a twisting wrist motion to take off the cover on the paste jar or the marker caps.

In what ways does *this* toddler use her fingers, hands, and eyes to do things? (Include dates.)

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

*Toddlers love doing things themselves. Sometimes it is difficult for caregivers because toddlers are so insistent and their abilities are not always equal to their desires. But practice helps them become proficient.*

The toddler might do one or more of the following:

- **Handle food just fine**—peel bananas or spoon out applesauce into a bowl.
- **Brush her teeth**—try to use her toothbrush all by herself.
- **Put away her coat**—take off her coat by herself and hang it on the low hook placed there just for her.
- **Manage toileting on her own**—pull up her own pants after toileting.
- **Pour for herself**—insist on pouring her own milk into her cup from a small pitcher, and stopping before it overflows.

How does *this* toddler participate in self-help activities? (Include dates.)

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# SUMMARY REPORT

## Pulling It All Together

1. Describe this toddler.

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2. List what this toddler is especially good at.

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3. Note anything that seems difficult for this toddler.

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

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

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





## Areas of Development

Observation Record  
Toddler's II  
24-30 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, 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.

