

EARLY CHILDHOOD DEVELOPMENT PROJECT PLAY SESSION OBSERVATION FORM

Context of observation		
Date:	Batch / group name:	
Session nb.:	Family serial number:	
Type of session:	<input type="checkbox"/> IPS <input type="checkbox"/> SS <input type="checkbox"/> other	Specify:
Name and age of children	1/	2/
	3/	4/
Name of parent:	Name of observer:	

- **The Parent** mother father other: _____

Hygiene and Appearance
<input type="checkbox"/> neglected <input type="checkbox"/> good/clean and tidy
Participation in group
Attendance
<input type="checkbox"/> came to the group after constant motivation by FW / was reluctant to come
<input type="checkbox"/> came to the group after invitation by FW
<input type="checkbox"/> came to the group on her/his own and on time
Participation level
<input type="checkbox"/> passive <input type="checkbox"/> attentive in discussions
<input type="checkbox"/> participates only when invited to
<input type="checkbox"/> initiative to share opinion / experiences and/or ask questions
Mood
<input type="checkbox"/> happy / joyful <input type="checkbox"/> quiet / reserved <input type="checkbox"/> irritable / anxious <input type="checkbox"/> sad
Communication with the child
Communication pattern
<input type="checkbox"/> limited / restricted
<input type="checkbox"/> communication limited to setting constraints and limits
<input type="checkbox"/> listens to what the child says / shows interests in child's actions
<input type="checkbox"/> encourages / motivates the child [by words or gestures]
Way of communication
<input type="checkbox"/> aggressive <input type="checkbox"/> inconsistent <input type="checkbox"/> directive <input type="checkbox"/> tender and understanding
Attitude towards play
<input type="checkbox"/> passive / uninterested <input type="checkbox"/> irregular / easily disrupted <input type="checkbox"/> focused / highly interested / enjoying

- **The child** Age of the child: _____

Hygiene and Appearance
<input type="checkbox"/> neglected <input type="checkbox"/> good/neat
Activity level
<input type="checkbox"/> very limited <input type="checkbox"/> regular <input type="checkbox"/> high AND disruptive (turbulent)
<input type="checkbox"/> high but not disruptive
Mood
<input type="checkbox"/> happy / joyful <input type="checkbox"/> quiet / reserved <input type="checkbox"/> irritable / anxious <input type="checkbox"/> sad
Stages of play
1. <input type="checkbox"/> solitary [0-1yr] <input type="checkbox"/> parallel [1 - 2.5 yr] <input type="checkbox"/> cooperative [2.5-4.5 yrs] <input type="checkbox"/> associative [>4.5 yrs]
2. <input type="checkbox"/> matches with age <input type="checkbox"/> does not match with age

Attitude at play [Note for the observer: to be linked with Age !!!]		
<input type="checkbox"/> passive / uninterested	<input type="checkbox"/> irregular / easily disrupted	<input type="checkbox"/> focused / highly interested / enjoying
Socialization at play [section applicable only for children >1.5 yrs]		
<input type="checkbox"/> plays alone	<input type="checkbox"/> plays only with mother	<input type="checkbox"/> plays and interacts with age-mates
<input type="checkbox"/> plays with other adults		

● **Parents- Child interaction at the time of play**

Creativity during play or activity			
<input type="checkbox"/> initiative by parent		<input type="checkbox"/> initiative by child but parent encourages / supports / follows	
Intensity of parent's reaction or emotional expression towards child misbehavior			
<input type="checkbox"/> no reaction	<input type="checkbox"/> inconsistent reaction	<input type="checkbox"/> physical punishment or aggression	
<input type="checkbox"/> verbally or physically sets limits / gives instructions			
<input type="checkbox"/> calmly explains limits / expected behavior			
Physical attachment			
1. Parent		<input type="checkbox"/> shows physical detachment with child / does not pay attention	
		<input type="checkbox"/> insists on physical proximity / does not let the child be autonomous / over-protects	
		<input type="checkbox"/> shows reluctance or insecurity to let the child experiment or play in autonomy	
		<input type="checkbox"/> is comfortable to let the child play in autonomy / experiment	
2. Child [!!! Age !!!]		<input type="checkbox"/> shows reluctance to maintain physical attachment or proximity with parent	
		<input type="checkbox"/> cannot accept separation	
		<input type="checkbox"/> shows reluctance or insecurity to experiment or play in autonomy / seeks attention of parent	
		<input type="checkbox"/> is comfortable to play in autonomy / experiment	
Parent's behavior during play			
<input type="checkbox"/> does not play at all	<input type="checkbox"/> plays but not with the child	<input type="checkbox"/> plays with the child but constantly guides the activity or play	<input type="checkbox"/> interactively plays with the child
Selection of toy or play material			
1. <input type="checkbox"/> done by child		<input type="checkbox"/> done by parent	
2. <input type="checkbox"/> adequate to age		<input type="checkbox"/> not adequate to age	

● **Summary / conclusions**

Particulars for observation	
Plan of action	
Suggestions	
<input type="checkbox"/> further observation in group is required	<input type="checkbox"/> further observation in home visit is required
<input type="checkbox"/> Home visit to be done on _____ with / without support from senior staff on _____ points for discussion with family]	
<input type="checkbox"/> case to be presented in ECD review meeting	
<input type="checkbox"/> study possibility of referral to _____ [agency] for _____ [purpose]	
Accordance with ECD objectives	
c observations confirm relevance of objectives selected	
c observations show that following objectives are irrelevant : _____	
c observations suggest new objectives to be discussed with the family : _____	

GUIDELINES AND REMINDERS TO FILL THIS FORM

General points

- this form is to be filled only in session when there is play! It is not meant to be an observation tool for ECD group itself
- for most of the points for observation (hygiene and appearance, participation level, etc) it is important to give the context, i.e. if behavior on the day of observation is usual / typical of this person or not

Why using the term “parent”

Even if a majority of mothers only attend ECD groups, it is important to keep a general term because

- efforts are taken to associate fathers to the group
- sometimes the group is attended by another caregiver (sister, grandmother) who is not the mother
- the points taken for observation are general enough to be applicable to any parent, whether it is the mother or somebody else

Participation level of parent

Tick “initiative to share opinion / experiences and/or ask questions” even if the opinions shared are not relevant / are out of context

Observation regarding the child

This section is for 1 child only. If parent comes with 2 children or more, observations have to be made for each child on separate charts to be attached to observation form.

Stages of play

This question about the child allow multiple answers, if applicable

Physical attachment

It is proposed for observation as an indication of bonding and attachment

What to write for general conclusions / observations in “particulars of observation”?

- was the behavior of mother / child usual or not? Is there any explanation (event in family, change of context at home...) to understand a behavior or reactions that are different from what was seen before?
- Give a summary of key observations made on that day and hypotheses assumed
- Is there any discomfort or specific behavior of the parent due to sex of the child (for example, preference shown for boys, neglecting girl child, overprotecting 1 child as compared to others etc)?
- Can we get any clue / idea regarding bonding and attachment? This question should be answered at each observation, so that at the end of the group the bonding and attachment can be described and included in plan of action if necessary
- Specify if mother is pregnant, if it is her first child who is coming with her to the group, etc...