

**LAVC P-CAT CLASS Homework Sample
First Observation**

Name (Your Name)
Date

Location of Observation
Time of Day
Made up name of child
Age of Child

Remember you are writing down what you see, what is observable.

Montessori School
Wednesday at 3:00

Summer day, not too hot. Children are outside in a child appropriate play yard. Large play structure, swings, covered grass (fake) area. Clean, well organized, misters and shaded covers keep children cool. Its afternoon so most of the children have gone home. A mixed age group remains playing. About twenty kids and at least 3 teachers are outside.

The child I am observing is four years old, turning five at the end of the summer. She is wearing a summer dress with a sweatshirt tied around her waist. She is very cute, with blond braided hair. Her name is Rose.

Rose is laying on the fake grass in the shade. She is looking up at the shade covering and swinging her feet slightly as she lies down. Several children are nearby but Rose does not glance at them. The children next to her jump up and run to the climbing structure. Rose continues lying down for about five minutes. She then gets up and looks around gazing at the play area but not at the children around her.

Rose walks slowly by the climbing structure, and then she begins to almost run back and forth behind the climbing structure in the shaded area. She does not seem happy or to display much of any feelings. She looks a little lost, or inattentive.

She walks over to several boys following them to where two teachers are talking. The boys are talking to each other and Rose starts talking to them. She is just far enough away that the boys do not know she is talking to them. Rose looks to the side and continues talking. They walk over to the teacher and start engaging with the teacher. Rose watches but does not join in.

Rose wanders back to the swings and does a few twirls. She has a rather flat affect and does not seem to be looking at anyone.

Rose gets on a swing and without her asking a teacher pulls her back and gives her a push. Rose lights up and she starts talking to the teacher. She pumps her feet at the teacher's request. Her hair flies back and Rose has a big smile. Rose asks to be pushed again and she laughs when the teacher pulls her swing back.

Rose swings for several minutes. The teacher walks away to help another child. Rose gets off the swing and stands near the swing for several minutes. She again appears not sad or unhappy just rather lost. She walks over to the shaded area and watches several girls who are actively playing with several very small baby dolls. Rose stands very close by as if she is playing. She imitates several of their movements around the area but does not talk or engage with the girls.

The bell rings and the children hurry to go inside. Rose follows the children, she is slower than the rest so she is last in line.

Environment

The environment is very calm and child friendly. The teachers seem attentive and available. Rose used the swings and shaded area. She did not play with objects or toys. Rose did not ride the bikes, she did not climb on the climbing structure. She laughed and talked to her teachers while swinging. Rose did not seem fully engaged with her surroundings and had a lot of random movements.

Child

Rose is average size for being almost five. She moved around the yard with ease but not with speed or confidence. She did swing with glee but did not run or climb. Rose seemed disconnected and did not look for others to play with. She attempted to talk with peers on one occasion but did not talk loud enough or close enough to her peers. Rose seemed to display mostly a flat affect. She appeared relaxed but not engaged. She talked to herself on several occasions. It was difficult to get a language sample because she did not talk enough.

Others

Rose seemed aware of her peers but did not attempt to engage with them. She often moved away from children. She did not seek out adults to engage with. Rose laughed and appeared happy when she was pushed on the swing. When the teacher stopped pushing her she did not seek the teacher out to be pushed again. Rose did not directly imitate her peer's play, although she did play near other children. She did not give others direct eye contact and did not talk directly to anyone.