

ELM Activity Observation Checklist: Birth–36 Months

Classroom: Blue Staff: S.K. Date: 12-4-2018 Begin/End Time: 9:00–10:00
 Activity: Block 9, Cognitive, Option 1 (IG) Observer: B.B.

Observe one ELM activity (informal gathering or one-to-one activity). Use the activity description in the ELM Curriculum as a reference for the observation. Use one Checklist form for each ELM activity you observe. Observe at least 15 minutes of time devoted to child-initiated activities before or after the activity.

Planning and Preparation	N/A	No	Partial	Yes
1. Materials used in the activity were secured in advance of the session and fully available in the activity space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The physical space for the activity was arranged in advance and included only materials that were part of the activity (example: no potential distractions of unrelated toys).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The caregiver's use of the ELM activity suggested advance planning and preparation had been done. Evidence might include: activity notes (sometimes on a 3 x 5 card) had been prepared by the caregiver; the caregiver sang a song without hesitation; the caregiver's book sharing suggested familiarity with the book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes:

Book sharing occurred on rug with no distracting toys. S.K. was well prepared.

ELM Activity Use (One-to-One or Informal Gathering)	N/A	No	Partial	Yes
4. The caregiver used an appealing and appropriate invitation to join the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. The caregiver gave full attention to the child(ren) during the entire activity with his/her eyes, attentive listening, words, use of the child(ren)'s name, and facial expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The caregiver spoke slowly, distinctly, repeated key words or phrases, and frequently used pointing and/or gestures to complement words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes:

4. Walked around room with a teddy bear and used a teddy bear voice to invite toddlers to session.
5. Responded to some toddler comments and pointing to pictures. Facial expressions matched story.
6. Read at a pace toddlers seemed to like. Pointed to clothing items in book.

ELM Activity Observation Checklist: Birth–36 Months continued

ELM Activity Use (One-to-One or Informal Gathering)	N/A	No	Partial	Yes
7. The caregiver was consistently in tune with the child(ren)'s actions and responses. Examples: described an action, accomplishment, or object held or manipulated by the child(ren); acknowledged and responded to the child(ren)'s actions or utterances in a way that invited more child(ren) participation supporting a serve-and-return interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. The caregiver attempted to connect the content of the activity, including a book sharing, to a child(ren)'s experiences and/or current understandings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The caregiver used an appropriate range of strategies to support learning. Examples: encouraged the child(ren) to talk, point, or move part of his/her body; encouraged persistence or effort; offered specific feedback; demonstrated a desired behavior or action; provided information; and paused at appropriate points.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The activity seemed well matched to the child(ren)'s abilities, with the caregiver making adaptations in advance of and/or during the activity to facilitate participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. The activity's goals and content were addressed during all or nearly all of the session (no significant "drift").	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

- 7. Toddler pointed to her shirt when shirt was featured in book. S.K. did not acknowledge.
- 8. Did not ask toddlers whether they were wearing the clothing items featured in book. Did not point to socks in introducing book as suggested. Did not ask or talk about part of body used for different clothing.
- 9. Mostly read book and pointed to things in book. Used book tabs to build enthusiasm about clothing shown on next page. S.K. did not ask what clothing might be on next page and some toddlers offered ideas a few times. Book sharing could be more interactive.
- 10. Kids seemed interested in teddy bear's clothes.
- 11. Did not pursue some goals: ask/talk about clothing, where and when clothing is worn.

ELM Activity Observation Checklist: Birth–36 Months continued

ELM Activity Use (One-to-One or Informal Gathering)

	N/A	No	Partial	Yes
12. During a book sharing, the caregiver (a) used his/her own words to describe pictures and supplement book text; (b) pointed to specific aspects of pictures as part of describing a picture; (c) acknowledged a child(ren)'s utterances and/or pointing; (d) spent more time on pages/pictures that appeared to be of particular interest to the child(ren); (e) asked questions about the book; and (f) in a one-to-one session, encouraged the child to help manage the book, such as turn pages or hold the book, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. During an informal gathering, the caregiver positively acknowledged a child(ren)'s departures and/or returns to the gathering	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

- 12. Used own words to build excitement about clothing shown on next page. Focused on S.K.'s ideas, not toddlers' ideas. Did not ask questions.
- 13. No child left gathering.

Child-initiated Activities

	N/A	No	Partial	Yes
14. The caregiver supported a child(ren)'s explorations by describing actions and/or materials and providing access to materials without prescribing what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. The caregiver remained connected to a child(ren)'s pursuits by watching and commenting, as appropriate, in ways that supported the child(ren)'s ideas and let the child(ren) know the caregiver was interested and available.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Some or all of the caregiver's comments and actions focused on individual children and included use of the child's name.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

- 14. Described a child's efforts to dress teddy bear. Said name of clothing.
- 15. Stayed in area but talked with other staff part of time.
- 16. Did not use name of child.