



1455 Response Road, Suite 260
Sacramento, CA, 95815

Please return by _____
Thank you 😊

OBSERVATION NOTES

Child _____

Provider (Print) _____

Provider Signature _____

Date: _____

Completed by FCCH Provider

Please provide detailed observations.

Name three skills or strengths this child has worked on or mastered this month

Name three skills or areas this child is currently working on

Comments, quotes or additional observations

Return to ECE Specialist: _____



Provider

INFANT/TODDLER DEVELOPMENT QUESTIONNAIRE

Please Note: For each of the statements, determine the latest developmental level the child has mastered at this time, and mark only 1. (check X) appropriately.

- 1. Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials. (Atl-Reg 1)**
 - Attends or responds briefly to people, things, or sounds.
 - Shifts attention frequently from one person or thing to another.
 - Maintains attention, on own or with adult support, during brief activities.
 - Maintains attention, with adult support, during activities that last for extended periods of time.
 - Maintains attention on own during activities that last for extended periods of time.

- 2. Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation. (Atl-Reg 2)**
 - Responds to internal or external stimulation in basic ways.
 - Engages in behaviors that have previously worked to soothe self.
 - Comforts self by seeking a familiar adult or a special thing.
 - Comforts self in different ways, based on the situation.
 - Anticipates need for comfort and prepares self by asking questions, getting a special thing, or in other ways.

- 3. Child explores the environment in increasingly focused ways to learn about people, things, materials, and events. (Atl-reg 4)**
 - Responds to people, things, or sounds.
 - Notices new or unexpected characteristics or actions of people or things.
 - Explores people or things in the immediate environment.
 - Explores new ways to use familiar things, including simple trial and error.
 - Explores through simple observations, manipulations, or asking simple questions.

- 4. Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time. (Atl-reg 5)**
 - Calms when comforted by an adult.
 - Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult.
 - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
 - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
 - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.

5. **Child shows increasing awareness of self as distinct from and also related to others. (SED 1)**
 Responds in basic ways to others.
 Uses senses to explore self and others.
 Recognizes self and familiar people.
 Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name).
 Expresses simple ideas about self and connection to others.
6. **Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics. (SED 2)**
 Responds to faces, voices, or actions of other people.
 Shows awareness of what to expect from familiar people by responding to or anticipating their actions.
 Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations.
 Adjusts behavior in response to emotional expressions of people who are less familiar.
 Identifies own or others’ feelings.
7. **Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults. (SED 3)**
 Responds to faces, voices, or actions of familiar people.
 Shows a preference for familiar adults and tries to interact with them.
 Interacts in simple ways with familiar adults **and** tries to maintain the interactions.
 Initiates activities with familiar adults **and** seeks out assistance or support from familiar adults.
 Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems).
8. **Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers. (SED 4)**
 Shows awareness of other people, including children.
 Shows interest in other children.
 Plays alongside other children, rarely interacting with them.
 Interacts in simple ways with familiar peers as they play side by side.
 Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays.
9. **Child understands increasingly complex communication and language. (LLD 1)**
 Responds to voices, sounds, gestures, or facial expressions in basic ways.
 Responds to voices, gestures, or facial expressions in a variety of ways (e.g., gaze aversion, vocalizations, movements)
 Recognizes a few frequently used words or gestures in familiar situations.
 Shows understanding of a wide variety of words that refer to people, objects, or events.
 Shows understanding of frequently used simple phrases or sentences.
 Shows understanding of a wide variety of phrases or sentences.
10. **Child communicates or acts in response to language and responds to increasingly complex language. (LLD2)**
 Responds to voices, sounds, gestures or facial expressions in basic ways.
 Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements).
 Responds to a few frequently used words or gestures in familiar situations.
 Responds to simple comments that relate to a present situation.
 Responds to one-step requests or questions involving an action that will happen right away.

11. Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences. (LLD 3)

- Makes sounds spontaneously.
- Uses sounds, gestures, or facial expressions to communicate.
- Uses a few "first words," word-like sounds, or gestures to communicate.
- Uses a variety of single words to communicate.
- Uses two words together to communicate.
- Uses short phrases or sentences of more than two words to communicate.

12. Child engages in back-and-forth communication that develops into increasingly extended conversations* (LLD 4) *Conversations can include communication using sign language or alternative communication systems.

- Responds to sounds or movements of others in basic ways.
- Responds to or seeks contact with familiar adults, using vocalizations, gestures, or facial expressions during interactions.
- Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions.
- Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning.
- Engages in brief back-and-forth communication, combining words to communicate meaning.
- Engages in brief back-and-forth communication, using short phrases and sentences.

13. Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways. (LLD 5)

- Attends or responds to people or things in basic ways.
- Plays with books; *and* Responds to other literacy activities.
- Attends briefly to a familiar adult reading books, singing songs, or saying rhymes.
- Looks at books on own briefly, *or* Chooses to join reading, singing, or rhyming activities led by an adult.
- Looks at books page by page, *or* Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult.

14. Child increasingly shows understanding of how objects move in space or fit in different spaces. (COG 1)

- Moves body parts in basic ways.
- Attends or responds as objects, people, or own body move through space.
- Explores how self or objects fit in or fill up different spaces.
- Explores spatial relationships (e.g., distance, position, direction), or movement of self or objects through space, trying a variety of possibilities.
- Takes into account spatial relationships (e.g., distance, position, direction) and physical properties (e.g., distance, position, direction) and physical properties (e.g., size, shape) when exploring possibilities of fitting objects together or moving through space.

15. Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes. (COG 2)

- Attends to people, objects, or events.
- Interacts differently with familiar people and objects than with unfamiliar people and objects.
- Associates a person or object with another person or object, based on a similarity or relationship between them.
- Selects some objects that are similar from a collection of objects.
- Sorts objects into two groups based on one attribute, but not always accurately.

16. Child shows developing understanding of number and quantity. (COG 3)

- Responds to people or objects in basic ways.
- Responds to changes in the number of objects observed or interacted with.
- Demonstrates awareness of quantity.
- Uses number names, but not always correctly, in situations related to number or quantity.
- Identifies small quantities without counting, up to three.

17. Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect. (COG 8)

- Responds or shows anticipatory excitement to people, objects, or actions.
- Repeats actions that have effects.
- Tries out different behaviors to cause effects.
- Searches for possible causes of actions, events, or behaviors.
- Acts on objects to cause a specific result.

18. Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, and directional awareness. (PD-HLTH 1)

- Responds to sensory information or input (e.g., visual, auditory, tactile) with basic movements of body parts.
- Responds to sensory information by moving body or limbs to reach for or move toward people or objects.
- Uses sensory information to control body while exploring people, objects, or changes in the physical environment.
- Demonstrates awareness of major body parts by exploring their movement potential.
- Tries different ways to coordinate movements of large or small body parts.

19. Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping). (PD-HLTH 2)

- Moves in basic and often involuntary ways.
- Moves two or more body parts together, often with intention.
- Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom.
- Coordinates movement of whole body while upright, using support.
- Coordinates basic movements in an upright position without using support.
- Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground.

20. Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching). (PD-HLTH 3)

- Moves in basic and often involuntary ways.
- Uses arms, legs, or body to move toward or reach for people or objects.
- Uses arms, legs, or body to engage in simple, repeated actions on objects.
- Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support.
- Manipulates objects, using one or more body parts, with limited stability.
- Manipulates objects, using one or more body parts, with stability but limited coordination.
- Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements.
- Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements.
- Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities.

21. Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks. (PD-HLTH 4)

- Moves arms or hands in basic ways.
- Uses arms or hands to make contact with objects in the environment.
- Grasps objects with entire hand.
- Grasps objects with fingers and thumb.
- Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects.
- Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body.