

Preschool (18 months to 48 months) Observation Form

Student Name: _____

Date of Observation: _____

Date of Birth: _____

Classroom: _____

Observed Behavior	Target Objective	Support/ Strategy Used	Student Response	Level of Independence	Observer Notes
Social-Emotional Behaviors					
Interactions with peers	Sharing and Turn-Taking	Modeling Behavior	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	
Relationship with adults	Trust and Attachment	Consistent Presence/ Predictable Routines	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	
Emotional Regulation	Calming Strategy	Problem solving together	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	
Empathy	Peer Observation	Modeling Empathic Behavior	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	
Communication and Language					
Verbal Communication**	Student Reaction	Teacher-Student Interaction	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	
Listening Skills	Following Verbal Instructions	Teacher-Student Interaction	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	
Non-Verbal Communication**	Student Reaction	Teacher-Student Interaction	<ul style="list-style-type: none"> <input type="radio"/> Spontaneously positive <input type="radio"/> Partial refusal <input type="radio"/> Full refusal 	<ul style="list-style-type: none"> <input type="radio"/> Independent <input type="radio"/> Semi-Independent <input type="radio"/> Dependent <input type="radio"/> Disengaged 	

**** The target objective for this behavior depends upon the age of the child.**

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Cognitive and Learning Behaviors					
Problem Solving	Assess, Support, Develop	Encourage, Guide, Facilitate	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Attention Span	Assess, Observe, Support	Provide, Minimize, Engage	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Curiosity and Questioning	Assess, Encourage, Explore	Prompt, Model, Reinforce	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Memory	Assess, Recall, Retain	Use prompting and repetition	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Physical Development					
Gross Motor Skills	Assess, Demonstrate, Improve	Encourage, Facilitate, Guide	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Fine Motor Skills	Develop, Coordinate, Refine	Encourage, Guide, Provide tools	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Self-Regulation	Enhance self-awareness	Model behaviors	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Creative Development					
Art and Music	Fostering creativity	Encouragement, Diverse Experiences	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Approaches to Learning					
Independence	Promote self-confidence	Encourage problem solving	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		
Persistence	Foster creativity	Encouragement, Diverse Experiences	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		

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Cognitive and Learning Behaviors					
Willingness to try new things	Encourage risk-taking	Create supportive environment	<ul style="list-style-type: none"> ○ Spontaneously positive ○ Partial refusal ○ Full refusal 		

Vocabulary Words:

- **Prompt:** Gently encourage children to ask questions or explore ideas by offering hints or starting prompts, helping them engage more deeply with their curiosity.
- **Model:** Demonstrate curious behavior and questioning yourself, showing children how to inquire and explore, which encourages them to imitate similar behavior.
- **Reinforce:** Praise and positively acknowledge children's questions and curiosity, reinforcing their enthusiasm for learning and encouraging continued exploration.
- **Assess:** Observing and gathering information about the child's abilities, interests, and developmental progress to understand their current skills and needs.
- **Encourage:** Supporting and motivating children to participate, try new things, and express themselves confidently.
- **Explore:** Allowing and facilitating children's natural curiosity by engaging them in activities that promote discovery and learning.
- **Support:** Providing encouragement and assistance to help children succeed and feel confident in their activities and learning.
- **Develop:** Helping children grow their skills, knowledge, and understanding through age-appropriate activities and interactions.
- **Guide:** Offering gentle direction and suggestions to steer children's exploration and learning in positive and constructive ways.
- **Facilitate:** Creating an environment and providing resources that enable children to engage, explore, and learn effectively on their own or with minimal assistance.

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- **Observe:** Carefully watching and noting children's behaviors, interactions, and development to gather useful information about their needs and progress.
- **Provide:** Offering resources, support, or opportunities that promote children's learning and well-being during observation.
- **Minimize:** Reducing unnecessary interference or distractions to allow children to explore and express themselves naturally during observation.
- **Engage:** Actively participating or interacting with children to encourage their involvement, curiosity, and communication during the observation process.
- **Recall:** Observing the child's ability to retrieve and reproduce information or memories when prompted.
- **Retain:** Noticing how long the child can hold onto information or memories over time, indicating their learning and memory development.
- **Demonstrate:** Showing the child how to perform a movement or activity to provide a clear example.
- **Improve:** Supporting and encouraging the child to develop and strengthen their gross motor skills through practice and guidance.
- **Coordinate:** Observing how well the child can use different hand and finger movements together to complete tasks.
- **Refine:** Noticing improvements in precision and control of fine motor skills as the child practices and gains more skill.

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