

***Look Again:
Using Sensitive, Skilled Observation in Your Program***

Objectives

During this call, panelists will:

1. Describe the value of observation in Early Head Start and Migrant and Seasonal Head Start programs;
2. Consider how to make observation a regular part of your program's routines;
3. Offer tips for conducting meaningful observations; and
4. Identify how the Resources for Infant Educators (RIE) materials and the *Learning Through Observation* and *Space To Grow* DVDs can support staff in building skills in observation.

Agenda

2:50 PM*	Call-in Please call in five to ten minutes early for the conference.
3:00 PM*	Welcome Panel Introductions Panel Discussion
4:15 PM*	Question and Answer At this time, the operator will give instructions for dialing in with questions. Concluding Words

*** These times are given in Eastern Daylight Time.**

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Faculty Biographies

Amanda Perez, Moderator



Senior Writer/Training Specialist
Early Head Start National Resource Center

Amanda Perez has worked with the Early Head Start National Resource Center since 2000. She has coordinated over 30 audioconferences in that time. A writer and trainer, Amanda also moderates the parent panel at the Birth To Three Institute.

Angela R. Fisher



Senior Writer/Training Specialist
Early Head Start for Family Child Care Project

Over a decade ago, Angela Fisher left the business sector to pursue her interest in developmental psychology. In her masters and doctorate studies and research, she honed her particular interest in prenatal/perinatal psychology and infant/toddler behavior. Currently, in addition to her work at the Early Head Start for Family Child Care Project at ZERO TO THREE, Angela is a parent-infant consultant, a childbirth doula, and a professor in early childhood education. She continues her research on a parenting observation and psychological assessment instrument she developed that allows parents and caregivers to observe infant behavioral cues. Trained in Resources for Infant Educators (RIE), Angela has a deep passion and commitment to serve our youngest children in Early Head Start, child care, and family child care programs.

Faculty (cont'd.)

Ruth Anne Hammond



Board of Directors, RIE Associate
Resources for Infant Educators

Ruth Anne Hammond, author of *Respecting Babies: A New Look at Magda Gerber's RIE Approach* (2009), is a specialist in infant/toddler development and caregiving. She has been leading the Pacific Oaks Infant-Toddler/Parent Program in Pasadena since 1996, where she also hosts Early Head Start socialization groups. She was President of the Board of Directors of Resources for Infant Educators (RIE) from 2005 to 2011, and is a mentor/teacher with RIE having studied under its founder, Magda Gerber. Ruth Anne also teaches in the Human Development Department of Pacific Oaks College, and currently studies affective neuroscience under Dr. Allan N. Schore of the UCLA David Geffen School of Medicine.

Robin Williams



Early Head Start Coordinator
Olympic Educational Service District #114
Bremerton, WA

Robin Williams's view of relationships as the core tool in work with young children and their families evolved out of a career of service to her community, including roles as a campus child care director, an early childhood consultant, and a parent educator. Immediately after she was hired to coordinate the EHS program in Bremerton, WA, she spent one of her first weeks on the job at a weeklong RIE training. Since then, she has worked with her team to infuse the program with a strong commitment to understanding and responding to the developmental goals and challenges of the individual parents and children in her program. Robin has a Masters Degree from Pacific Oaks College in Human Development.

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Head Start Program Performance Standards

§ 1304.21 (a) Child development and education approach for all children.

(1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:

(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

(2) Parents must be:

(i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;

(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and

§ 1304.20 (b) Screening for developmental, sensory, and behavioral concerns.

(1) In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child's developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6(b)(3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background.

(3) Grantee and delegate agencies must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.

§ 1304.20 (f) Individualization of the program.

(1) Grantee and delegate agencies must use the information from the screening for developmental, sensory, and behavioral concerns, the ongoing observations, medical and dental evaluations and treatments, and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs.



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THE WHY: Why Observe?

Observation creates an attitude of openness and wonder in your work with infants, toddlers and their families. It helps staff and families to know and understand the children they serve.



Use observation to:

- connect with the children
- enhance relationships with children and families
- provide information that staff and families can share
- determine each child's skills, interest and needs
- identify necessary changes in the environment:
- make meaningful changes to the curriculum
- identify concerns
- determine strategies for handling problems
- measure children's growth and development over time

Adapted from U.S. Department of Health and Human Services. Administration for Children and Families, Administration for Children, Youth, and Families, Head Start Bureau. "Observation and Recording: Tools for Decision-Making," *Training Guides for the Head Start Learning Community*. CD-ROM. Washington, DC: 1998.

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THE WHY: Responsive Process

WestEd's Program for Infant Toddler Caregivers uses a simple three-step process for learning about and providing nurturing, responsive care to infants and toddlers. The first step is careful observation. Overall, the process recognizes the diversity of children and that children are best supported in their development by adults who can recognize and respond to their individual needs and temperaments.

***Watch:**

Observe the child – without interpreting what you see. Use all of your senses to understand what the child is experiencing. Look (and listen!) for what happens before and after behaviors of concern. Think about both the physical environment and the social environment.

Ask “I Wonder” Questions:

Young children communicate through their behavior. Ask questions that help you wonder about and understand what you have observed. Consider the following:

- *Development:* I wonder what is happening developmentally for this child?
- *Temperament:* I wonder what this child's temperament is (and the goodness-of-fit with mine?)
- *Physical factors:* I wonder how this child is feeling physically? Could the child be hungry/tired/sick?
- *Emotional factors:* I wonder how this child is feeling emotionally? Is s/he comfortable, feeling safe, anxious, angry?
- *Self-regulation*, defined as the child's ability to gain mastery in controlling bodily functions, managing powerful emotions constructively, and keeping attention focused (National Research Council and Institute of Medicine, 2000): I wonder how this child calms him or herself? I wonder how this child expresses his or her emotions or needs?
- *Environment (physical and social):* I wonder what is triggering or reinforcing this behavior in the moment? Does there seem to be a pattern?
- *Home environment:* I wonder if something is happening in the home environment that can help me understand this behavior?
- *Staff, family and cultural understanding:* I wonder how I/how the family understands/experiences/interprets/responds to this behavior? The wider community?

Adapt:

Use the information you gather to develop a theory: What do you think the child is communicating? How can you help? Is it a matter of changing the environment? Is the behavior less challenging for you now that you understand it differently? How can you respond to that child's need before the behavior begins? How can you help the child develop different ways of communicating the message?

Keep in mind that this is a dynamic process. Use Watch, Ask, and Adapt at different times, as appropriate. And, after you adapt, always observe again to make sure that the adaptations are working! Remember, too, that children are constantly growing and changing. Continue to use this process, in formal and informal ways, to inform your work in providing children and their families responsive services.

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THE HOW:
Tips for Using Sensitive, Skilled Observation in Your Program

1. **Recognize the child's capacities.** There is so much to do in a day! But young children learn the most when they are given the opportunity to follow their interests, explore, and problem-solve. Understanding all that children can do offers adults permission to slow down and allow them that time.
2. **Plan it!** It can be hard to make observation a priority unless it is actively built into the schedule. Discuss observation in your program with your team: Why is it important, and how will you use it? Consider how observation may fit into your routines and activities and how staff can work together to make it possible. Develop systems that allow communication about and planning and reflecting on observation.
3. **Attend to time and setting.** Like all of us, children are affected by their environments and daily routines. As you observe, note the time of day and the environment.
4. **Make documentation convenient – and family- and staff-friendly.** Keeping notes from observation helps families and staff identify patterns in behavior and document changes in skills. Keep paper and pens handy in homes, classrooms, socialization spaces, outdoor areas, etc.
5. **Engage families in shared observation.** Engaging families in shared observation is required by the *Standards*, and such an important piece of learning about the child and parent education. Talk with families about the value of observation to both shared learning about the child and the child's joy in being the center of attention. For staff, shared observation with families provides rich opportunities to learn from the experts on young children.
6. **Start concrete!** For beginning observers, it can be helpful to start with specific questions to guide observation. Look at the Starting Points for Observation on page 8 and 9 for some ideas of how to begin.
7. **Recognize observation as a skill.** Observation is not just a strategy, it is a skill. Observation requires practice and reflection with a supervisor or with peers. Staff may benefit from learning more about observation and sharing observation with families.
8. **Use tools.** Many screening and assessment tools offer structure and guidance for observation. They also offer developmental information that can provide staff development and parent education opportunities.
9. **Be objective . . .** In order to learn about a child from that child's perspective, it is important to be objective in your observation. This is hard! You are in relationship with the child! Describe behaviors rather than feelings, and choose language that describes what you see objectively.
10. **. . . and monitor your own responses.** Still, your own emotional responses can often give you clues about what you observe. Consider your responses and what they might tell you even as you remain calm and objective.
11. **Watch before, during, and after.** If you are observing a child for specific behaviors, notice what happens before, during and after that behavior. This information can give you clues as to what triggers the behavior and whether it is being rewarded or punished in some way.

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**THE HOW:
Sample Form for Documenting Observation**

Age of child: 12 weeks

Time of observation: 3:00, after LS's nap

Setting of observation (where is the child?): Room 3, on blanket on floor

Observed behaviors	Wondering questions/interpretations
<p>Ex: <i>LS on his tummy on blanket on floor. RM, a toddler, plopped down on his tummy next to LS, his face a few inches from LS. LS pushed his hands on the floor, tensed his body, and breathed in. He frowned slightly. Then he laughed.</i></p>	<p>Ex: <i>I wonder if RM startled LS? But he seemed to recover quickly, and seemed delighted to see his friend! I wonder if his older brother plays with him this way at home?</i></p>

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**THE HOW:
Starting Points for Observation**

Sometimes, staff and families are motivated to observe, but aren't sure how to begin. Consider first your purpose in observation: what is it you hope to learn? Observation is a developed skill. The following questions can help staff and families build skills in observation at the same time they learn about the child they observe.

Observe for particular behaviors:

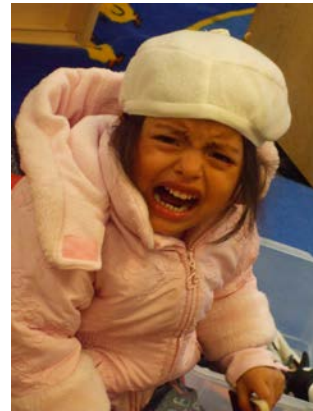
How many times are behaviors observed in an hour, day, or specified time?

At what time of day? During particular experiences and/or routines?

Who is around?

What happens before and/or after they occur?

Does there seem to be a goal to the behaviors of the child?



Particular behaviors can include:

For infants:

- Gaze and gaze aversion (looking away)
- Yawning
- Vocalizations (including giggling, squealing and crying)
- Expressions (including pushing out of lips, wrinkling the brow, lip grimace or lip compression; smiling; tongue show; brow raising, dull look)
- Movements (including pulling away, joining of hands, arching back, stiffening, clinging posture, lowering the head, hand to eye, hand to ear, hand to mouth, hand to stomach, reaching for caregiver)
- Etc.

For toddlers:

- Words
- Sentences
- Pointing
- Eye gaze or eye aversion
- Pulling adult
- Smiling or laughing
- Crying
- Biting
- Tantrums or other behaviors of concern
- Etc.

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**THE HOW:
Starting Points for Observation (cont'd.)**

Observe for relationship behaviors:

How does the child respond to and approach different adults during the observation?
How does the child respond when those individual adults come close or leave?
Does the child refer back to his/her parent or caregiver in his or her play and exploration?
How does the child respond to and approach different peers?
Is adult intervention needed as the child interacts with peers?
If so, who intervenes and how does the child respond?



Observe the child in the indoor and outdoor environment:

What are the objects in the environment that are most interesting to the child?
How does the child use the objects?
How does the child respond to the environment?
Are there places in the environment where there is often conflict or injury?

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Applying the Information

The questions below are meant as a guide for either personal reflection or group discussion. Ideally, teams will work together to consider their program's approach to using or enhancing the use of observation in the program.

1. Consider the *Head Start Program Performance Standards* on page 4. Why do you think these particular requirements are included as part of the *Standards*? How does your program meet these requirements?
2. Consider the reasons for observation shared by faculty and listed on page 5. Why do you think that observation is important? How do you use observation in these ways? Are there uses for observation listed here that you have not considered before? Does/ how does this list make you think differently about observation in your program?
3. How do you work with families to build observation skills and/or share observation? Do you/why do you think that work with families is so important?
4. In your preactivity, you were asked to do a five-minute observation of a child. What challenged you about that activity? What did you learn about the child through that activity? What did you learn about observation? What resources (e.g., additional time, extra staff) or information (e.g., more specifics on goals for the observation) would have been helpful to you?
5. How do you already use the *Responsive Process* described on page 6 in your work? How does observation provide a foundation for work with young children and their families?
6. Consider the Tips for Observation listed on page 7. In what ways are you already using these ideas in your observation in your program? What strategies did you hear that might enhance your use of observation?
7. Faculty talk about how observation is a developed skill. What is your level of skill and experience? Will you/How will you use the list of Starting Points for Observation listed on page 9 and 10 in your work? Is there anything you might add? *More experienced observers:* Would you be interested in mentoring others in your program? How can you build a system of support for building skill in observation?
8. What opportunities are there for skill development in observation at your program? Are there more practiced staff who can mentor others on the team? Do staff get opportunities with peers or supervision where they can share and reflect on what they observe?
9. How is data from observation used in your program? What works about this system? What doesn't? How can you address some of the challenges?
10. The Office of Head Start is providing a number of resources to your program. Look through the information on pages 12-15 of this packet. How can you/your program use these resources?

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Quick Glance Guide

***Respecting Babies: A New Look at Magda Gerber’s RIE Approach
by Ruth Anne Hammond***

To learn more about the following content, please refer to the following pages:

<i>Topic</i>	<i>Content</i>	<i>Page</i>
History and Approach	Magda Gerber’s Principles	1-7
Picking up Baby	Slow Transitions & Movements	15-16
Regular Routines	Sleeping & Feeding	27-42
Environments	Super-Vision & Safety	46-48
Language	Emotional Intelligence	62-66
Selective Intervention	Red, Green, Yellow Light	70-72
Gross Motor Skills	Free Movement	83-86
Play	Peers & Objects	91-96
Observation	Shared Silence	100-102
Safety	Babies and Toddlers	107-114
Sportscasting	Conflict Resolution	116-117
Attachment	Respectful Relationships	124-130

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DVD Quick Glance Guide

Resources for Infant Educators (RIE)

Resources for Infant Educators (RIE) is another lens to support your work in nurturing infants and toddlers and observation. These DVD's are an ideal resource for EHS and MSHS programs, families, expectant families or anyone involved in the care of infant and toddlers. Ranging 15-30 minutes each, the DVD's are beautiful illustrations of RIE principles. The intent is to teach, support, and demonstrate to professional and families the importance of following the child's lead. Though the videos were filmed in the 1970's, the concepts presented are universal and timeless. Below you will find some points and questions you may want to explore, such as "How do we show respect when handling infants knowing they have unique rhythms and needs?"

Seeing Infants With New Eyes

Content:

In this DVD, the late Magda Gerber, a renowned infant specialist, explains her philosophy of respect for infants and how caregivers can use observation as a tool for building a relationship with young children..

Strategy:

This DVD can be used to demonstrate the importance of documenting infant and toddler behavior on a regular basis. It may also be helpful for parental education.

On Their Own With Our Help

Content:

This DVD explores the free movement of infants and toddlers in a group setting, illustrating the Educaring principle of Selective Intervention. Demonstrations for how caregivers can selectively intervene during the play of the young child are shared.

Strategy:

This DVD can be used to teach caregivers and families when and how to intervene in a child's play.

See How They Move

Content:

This video shows the stages of gross motor skills that infants experience with an explanation of how the philosophy of respect applies to infant motor development.

Strategy:

Families can view this DVD to better understand infant motor development.

Mira Cómo Se Mueven (See How They Move)

Content:

This DVD is presented in Spanish and gives an opportunity to support dual language learners in their understanding of the principles of infant movement. It gives a unique perspective for those that are serving special populations.

Strategy:

Early Head Start and Migrant Seasonal Head Start programs serving families whose home language is Spanish may find this DVD useful as they learn more about infant movement.

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DVD Quick Glance Guide

***Learning Through Observation:
5 Video Vignettes to Spark Reflection and Discussion***

This DVD offers videos of five interactions, unscripted and without interruption or narration, occurring between the youngest children, families and staff. Each vignette is about ten minutes long. Reflective questions, written to support observation and spark discussion, are also included here as part of each video clip and the accompanying booklet. Finally, the DVD includes video of conversation among three colleagues at ZERO TO THREE after each clip, highlighting their reactions and raising additional questions.

These vignettes are ideal for staff development experiences in Early Head Start and Migrant and Seasonal Head Start programs, with a focus on building skills in self-awareness and observation. They offer video of a variety of interactions in a variety of settings, all relevant to work with the youngest children and their families. With some planning, program administrators and trainers might use them one at a time as a basis for short conversations in staff meetings or all together as part of a larger training experience. It is important to remind participants that the adults in these videos volunteered to be taped, and are not meant to provide examples of what staff should or should not do. Instead, they open windows for observation and opportunities to help staff think in different ways about their own work.

The following descriptions offer information about the vignette setting and topics of interest raised in the videos and the discussions.

Vignette 1: Home Visit with a Child with Special Needs and His Family

Home visiting
Working with children with special needs
Managing strong feelings in work with children and families
Responding to questions you don't know the answer to

Vignette 2: Drop Off in a Child Care Center

Group care
Supporting children and families through transitions
Staying objective during observation

Vignette 3: Supervision

Reflective supervision
Supporting staff and families in the face of overwhelming challenges
Balancing a family's needs for interaction with a focus on the child

Vignette 4: Home Visit with a Spanish-Speaking Family

Home visiting
Staying objective during observation
Attending to culture

Vignette 5: Early Head Start Home Visit

Home visiting
Use of curriculum
Balancing a family's needs for interaction with a focus on the child
Attending to culture

DVD Quick Glance Guide

Space to Grow: Creating a Child Care Environment for Infants and Toddlers (2nd ed.)

Through observation, we know that a child's environment is an important element in understanding his or her behavior. *Space to Grow* is a DVD from the Program for Infant Toddler Caregivers that provides staff with information about creating a well-designed environment that supports the growth and development of young children. The DVD describes the necessary components for creating a quality-learning environment for infants and toddlers to grow and explore by:

- Assuring that the environment is safe
- Understanding the importance of comfort and convenience for the children and caregivers using the space
- Providing the flexibility that young children need in order to move and make choices freely

What topics are covered in the DVD?

Topics in the Space to Grow DVD include:

- Safety and Health
- Comfort
- Convenience
- Child Size
- Flexibility
- Movement
- Choice

The accompanying trainer's guide provides a detailed discussion of key points to consider in each content area.

The DVD highlights each of the content areas in individual segments creating natural breaks for group discussion and feedback. This also helps caregivers see the small details needed to create a quality environment and provides a host of good ideas for caregivers to consider using in their own spaces. The DVD also shows a variety of settings, including outdoor environments and family childcare.

How can I use the DVD?

- *Support professional development.*
 - Use this DVD as a refresher for staff working to enhance their classroom or socialization environments. For example, you can develop lessons that show how an item in the environment- a piece of equipment or a structure- links to several of the video's seven content areas.
 - Use this DVD during orientation for new staff as they learn the importance of classroom and socialization learning environments. For example, you can design training sessions that allow participants to consider both the "whys" and "hows" of setting up environments for infants and toddlers. The video provides explanations for specific recommendations and illustrates how to implement them.
- *Support Childcare and Family Childcare partners.*
 - Use this DVD during training sessions with your childcare and family childcare partners to support a quality standard of care across all your program options.

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Additional Resource List

For more information, see the following resources:



Billman, Jean and Janice Sherman. *Observation and Participation in Early Childhood Settings: A Practicum Guide*. 2nd ed. Boston, MA: Allyn and Bacon, 2003.

Center on the Social and Emotional Foundations of Learning. *Understanding Your Child's Behavior: Reading Your Child's Cues from Birth to Age 2*. Nashville, TN: Center for the Social and Emotional Foundations of Learning. Available on-line at http://csefel.vanderbilt.edu/documents/reading_cues.pdf

Cohen, Dorothy H., Virginia Stern, Nancy Balaban, and Nancy Gropper. *Observing and Recording the Behavior of Young Children, 5th ed.* New York: Teachers College Press, 2008.

Coker, Laura J. *A Trainer's Guide to Observing Young Children: Learning to Look, Looking to Learn*. Washington, DC: Teaching Strategies, 1995.

Curtis, Deb, and Margie Carter. *The Art of Awareness: How Observation Can Transform Your Teaching*. St. Paul, MN: Redleaf, 2000.

Early Head Start National Resource Center. *Digging Deeper: Looking Beyond Behavior to Discover Meaning, A Unit of Three Lessons. Lesson 1: Watch, Ask "I Wonder" Questions, and Adapt Using "Flexible Responses."* Washington, DC: DHHS/ACF/OHS. 2006. Available on-line at http://eclkc.ohs.acf.hhs.gov/hslc/Professional%20Development/Online%20Lessons/Digging%20Deeper%20-%20Looking%20Beyond%20Behavior%20to%20Discover%20Meaning/Digging_Deeper_intro.html.

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Additional Resource List (cont'd.)

- Early Head Start National Resource Center. *Through the Eyes of a Baby: Developing Responsible, Respectful Relationships with Infants and Toddlers*. Washington, DC: DHHS/ACF/OHS. 2011. Webinar available on-line at <http://www.ehsnrc.org/Activities/webinars.htm>
- Gerber, Magda. *The RIE Manual for Parents and Professionals*. Los Angeles: Resources for Infant Educators. 2005.
- Gerber, Magda. *Dear Parent: Caring for Infants with Respect*. Los Angeles: Resources for Infant Educators. 1998.
- Gerber, Magda & Johnson, Allison (1998). *Your Self-Confident Baby*. New York: Wiley & Sons. 1998.
- Jablon, Judy R., Amy Laura Dombro, and Margo L. Dichtelmiller. *The Power of Observation for Birth Through Eight, 2nd ed.* Washington, DC: Teaching Strategies and National Association for the Education of Young Children, 2007.
- Jablon, Judy, and Amy Laura Dombro. "Using What You Learn from Observation: A Form of Assessment." *Screening & Assessment in Head Start. Head Start Bulletin #70* (2001). HHS/ACF/ACYF/HSB. Available on-line at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/edudev_art_00070_080505.html
- Kovach, Beverly & Da Ross-Voseles (2008). *Being with Babies: Understanding and Responding to the Infants in Your Care*. Beltsville, MD: Gryphon House.
- Lally, Ronald J. "Infants Have Their Own Curriculum: A Responsive Approach to Curriculum Planning for Infants and Toddlers." In *Curriculum in Head Start, Head Start Bulletin #67*. Washington, DC: U.S. Department of Health and Human Services/Administration on Children and Families/Administration for Children, Youth and Families/Head Start Bureau, 2000. <http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/eecd/Curriculum/Definition%20and%20Requirements/CurriculuminHea.htm>.
- McAfee, Oralie, Deborah J. Leong, and Elena Bodrova. *Basics of Assessment: A Primer for Early Childhood Educators*. Washington, DC: National Association for the Education of Young Children, 2004.
- Petrie, Stephanie & Owen, Sue (2005). *Authentic Relationships in Group Care for Infants and Toddlers: Resources for Infant Educators (RIE) Principles into Practice*, London: Jessica Kingsley. 2005.
- Sternberg, Janine. *Infant Observation at the Heart of Training*. London: H. Karnac Ltd., 2005.

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3. Explain what information was least useful to you and any recommendations you would suggest:

4. What made participating in this experience via audioconference helpful or unhelpful (format, supplemental materials, discussion forum, etc.)? We would be particularly interested in how you used the "Applying the Information" handout provided in the supplemental materials. Please explain:

5. What topics should future audioconferences address?

6. How can we make audioconferences more effective learning experiences for you?

Though **optional**, we would appreciate the following contact information. We may contact you to learn more about your responses so we can continue to develop useful training experiences.

Date: _____

Name: _____ **Position :** _____

Program Name: _____ **Phone:** _____

E-mail: _____

Please fax or mail your completed evaluation forms after the audioconference to:

Attn: Amanda Perez
Fax: (202) 638-0851
EHS NRC @ ZERO TO THREE
1225 M Street, NW, Suite 350
Washington, DC 20037

Thank you!