

Getting to know the child observation template

This template is to help you collect data on children with disabilities in your classroom (note that this is independent of formal data collection activities you might undertake such as the Nationally Consistent Collection of Data). Read the Getting to Know the Child Factsheet for more information on the importance of teacher-child relationships.

**Observe** the child across a few weeks and at various times throughout the day to collect information about the child’s interests, emotions, preferences and social connections. The information you gain through observing can be used as part of your planning cycle and help you reflect on what approaches and strategies work best for the child.

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| **I am noticing [Child’s Name] ...** | **Week 1** | **Week 2** | **Week 3** |
| Is attentive when doing these activities: |  |  |  |
| Spends the most time in.: |  |  |  |
| Spends the most time with: |  |  |  |
| Exhibits joy and laughter when/with/in: |  |  |  |
| Exhibits excitement when/with/in: |  |  |  |
| Likes these objects: |  |  |  |
| Becomes distressed when: |  |  |  |
| And these people/activities help him/her feel calm: |  |  |  |
| Finds these activities/times/routines difficult: |  |  |  |
| And, I can try supporting him/her by... |  |  |  |

The content of this template was developed by the AllPlay Learn™ (Deakin University) research team in partnership with AITSL.

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| It can be helpful to ask the child’s family/caregivers and allied health professionals supporting the child to document their observations as well in order to strengthen your own observations and develop a more holistic view of the child.  After a month of observing the child, **reflect and record your thoughts on your interactions using the following questions**. This will help determine what practices are working well and what changes or adjustments you can make to your planning and teaching. | |
| **Q1:** | **When and how does the child seek or initiate contact with you? Your colleagues? Other children in the room?** |
|  | Answer... |
| **Q2:** | **How does the child respond when you approach them?** |
|  | Answer... |
| **Q3:** | **How does the child let you, your colleagues and classroom peers know how they are feeling?** |
|  | Answer... |
| **Q4:** | **What new information have you learned about the child since your last reflection and planning cycle?** |
|  | Answer... |
| **Q5:** | **What strategies/practices will you continue, and which ones will you change or disregard?** |
|  | Answer... |