ELM Activity Observation Checklist: Birth–36 Months

Classroom: ____________________ Staff: ____________________ Date: ______________ Begin/End Time: ____________________

Activity: ____________________ Observer: ____________________

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

1. Materials used in the activity were secured in advance of the session and fully available in the activity space.

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).

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.

Notes:

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

4. The caregiver used an appealing and appropriate invitation to join the activity.

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.

6. The caregiver spoke slowly, distinctly, repeated key words or phrases, and frequently used pointing and/or gestures to complement words.

Notes:
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.

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.

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.

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.

11. The activity’s goals and content were addressed during all or nearly all of the session (no significant “drift”).

Notes:
ELM Activity Observation Checklist: Birth–36 Months continued

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

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.

13. During an informal gathering, the caregiver positively acknowledged a child(ren)’s departures and/or returns to the gathering

Notes:

Child-initiated Activities

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.

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.

16. Some or all of the caregiver’s comments and actions focused on individual children and included use of the child’s name.

Notes: