



# Family Observation Forms

BASIC INFORMATION	
Student Name:	
Teacher Name:	
Today's Date:	

These **Family Observation Forms** list skills that we will focus on throughout the year. The information you provide as a parent is very helpful and gives me a more complete picture of your child's background, needs, and strengths. The more you can share about your observations of your child, the better prepared I will be to support your child throughout the school year.

Please fill out the following form. The items listed are milestones that children typically reach during the preschool year. It's okay if you haven't observed some of these skills in your child yet. Just answer the best you can or mark "I'm not sure." If you have any concerns or anything you've noticed about your child that is not addressed throughout this form, please write it out in the notes section at the end of this packet.

# Approaches to Learning: Expanded

INITIATIVE AND CURIOSITY	
<p>My child . . .</p> <ul style="list-style-type: none"><li>• invites other children or adults into play or activities</li><li>• is interested in learning new things and doing new tasks</li><li>• asks questions in order to learn more about people, how things work, or why things are done a certain way</li></ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Not true of my child</li><li><input type="checkbox"/> Somewhat true of my child</li><li><input type="checkbox"/> True of my child</li><li><input type="checkbox"/> I'm not sure</li></ul>
FLEXIBILITY	
<p>My child . . .</p> <ul style="list-style-type: none"><li>• is able to try different ways of solving problems when his/her way isn't working</li><li>• includes other children's or adult's ideas when playing, even if they are different from his/her own ideas</li></ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Not true of my child</li><li><input type="checkbox"/> Somewhat true of my child</li><li><input type="checkbox"/> True of my child</li><li><input type="checkbox"/> I'm not sure</li></ul>
ART, CREATIVITY, AND DRAMATIC PLAY	
<p>My child . . .</p> <ul style="list-style-type: none"><li>• creates art pieces (e.g., drawings, clay forms, painting, etc.)</li><li>• uses imagination to act out pretend play on his/her own or with encouragement from others</li><li>• creates music (e.g., with drums) and/or dances to music</li></ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Not true of my child</li><li><input type="checkbox"/> Somewhat true of my child</li><li><input type="checkbox"/> True of my child</li><li><input type="checkbox"/> I'm not sure</li></ul>

# Physical Health and Development

FINE AND VISUAL MOTOR	
<p>My child . . .</p> <ul style="list-style-type: none"> <li>• is able to pick up small items (e.g., beans, rice, raisins) easily using his/her index finger and thumb to grasp items</li> <li>• is able to complete many daily living activities without help (e.g., uses utensils, gets dressed, brushes teeth)</li> <li>• is able to complete activities requiring fine motor skills (e.g., linking cubes, building a block tower of 6 to 8 blocks, completing puzzles, and unscrewing jars)</li> <li>• is able to draw some recognizable shapes or designs (e.g., smiley faces, stick figures)</li> </ul>	<p>Do these statements describe my child?</p> <p><input type="checkbox"/> Not true of my child</p> <p><input type="checkbox"/> Somewhat true of my child</p> <p><input type="checkbox"/> True of my child</p> <p><input type="checkbox"/> I'm not sure</p>
GROSS MOTOR	
<p>My child . . .</p> <ul style="list-style-type: none"> <li>• is able to run and easily change direction and speed</li> <li>• is able to balance on one foot without help for at least three seconds</li> <li>• is able to hop on one foot for at least two hops</li> <li>• is able to catch a small ball (e.g., tennis ball) from a distance of at least four feet</li> <li>• is able to use a variety of outdoor play equipment (e.g., uses slides/swings, pedal tricycles)</li> </ul>	<p>Do these statements describe my child?</p> <p><input type="checkbox"/> Not true of my child</p> <p><input type="checkbox"/> Somewhat true of my child</p> <p><input type="checkbox"/> True of my child</p> <p><input type="checkbox"/> I'm not sure</p>
HEALTH STATUS	
<p>My child . . .</p> <ul style="list-style-type: none"> <li>• is able to tell the difference between healthy and less healthy foods</li> <li>• shows an understanding of hygiene practices (e.g., hand washing, covering mouth when coughing)</li> <li>• shows an understanding of safety rules for the playground and community (e.g., no running in classroom, no walking up/down slide, looking both ways before crossing the street)</li> </ul>	<p>Do these statements describe my child?</p> <p><input type="checkbox"/> Not true of my child</p> <p><input type="checkbox"/> Somewhat true of my child</p> <p><input type="checkbox"/> True of my child</p> <p><input type="checkbox"/> I'm not sure</p>

# Social and Emotional Development

POSITIVE SOCIAL BEHAVIORS	
<p>My child . . .</p> <ul style="list-style-type: none"> <li>• talks to and interacts positively with adults</li> <li>• talks to and interacts positively with other children</li> <li>• starts or begins conversations and activities with other children</li> <li>• cooperates in group activities</li> <li>• shares toys with other children</li> <li>• helps or comforts others in need</li> <li>• begins to solve problems in conflicts with other children</li> <li>• asks for adult help when s/he cannot resolve conflict</li> <li>• allows others to help him/her resolve conflict</li> </ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not true of my child</li> <li><input type="checkbox"/> Somewhat true of my child</li> <li><input type="checkbox"/> True of my child</li> <li><input type="checkbox"/> I'm not sure</li> </ul>
EMOTION AND BEHAVIOR REGULATION	
<p>My child . . .</p> <ul style="list-style-type: none"> <li>• uses emotion words to explain feelings (e.g., sad, mad)</li> <li>• begins to understand others' feelings</li> <li>• moves from one activity to another without becoming upset</li> <li>• waits for his/her turn in activities</li> <li>• takes pride in own accomplishments (e.g., shows work to others, saying, "I did it!")</li> <li>• expresses frustration/anger using his/her words without harming others or materials</li> <li>• makes wants and interests known to adults</li> </ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not true of my child</li> <li><input type="checkbox"/> Somewhat true of my child</li> <li><input type="checkbox"/> True of my child</li> <li><input type="checkbox"/> I'm not sure</li> </ul>
APPROACHES TO LEARNING: ATTENTION	
<p>My child . . .</p> <ul style="list-style-type: none"> <li>• completes an activity before moving on to another activity</li> <li>• stays focused on cleanup until all items are put away</li> <li>• listens and pays attention to an entire story</li> <li>• concentrates when playing with toys (e.g., blocks, puzzles)</li> <li>• sticks with tasks that are challenging</li> </ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not true of my child</li> <li><input type="checkbox"/> Somewhat true of my child</li> <li><input type="checkbox"/> True of my child</li> <li><input type="checkbox"/> I'm not sure</li> </ul>

# Speech Production and Sentence Skills

SPEECH PRODUCTION AND SENTENCE SKILLS	
<p>My child . . .</p> <ul style="list-style-type: none"><li>• speaks in a way that can be understood by adults</li><li>• can tell the difference between similar sounding words (e.g., goat and coat)</li><li>• speaks in sentences using 4 to 5 words</li><li>• combines multiple sentences, adding enough details in a way that makes their meaning clear</li></ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Not true of my child</li><li><input type="checkbox"/> Somewhat true of my child</li><li><input type="checkbox"/> True of my child</li><li><input type="checkbox"/> I'm not sure</li></ul>

# Motivation to Read

MOTIVATION TO READ	
<p>My child . . .</p> <ul style="list-style-type: none"><li>• shows interest in books by choosing to read during free time</li><li>• shows enthusiasm and interest when we read books together</li><li>• asks to be read to (books or everyday items like signs, food containers, etc.)</li><li>• asks the meaning of written words (in books or on everyday items)</li></ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Not true of my child</li><li><input type="checkbox"/> Somewhat true of my child</li><li><input type="checkbox"/> True of my child</li><li><input type="checkbox"/> I'm not sure</li></ul>

# Early Writing Skills

EARLY WRITING	
<p>My child . . .</p> <ul style="list-style-type: none"><li>• understands that what you say can be written down in words</li><li>• asks for his/her words, messages, or stories to be written down by an adult</li><li>• draws pictures and people</li><li>• makes letter-like symbols</li><li>• writes recognizable letters</li><li>• writes own name with recognizable letters</li><li>• attempts to write letters or words while connecting letter sounds to their letter names</li></ul>	<p>Do these statements describe my child?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Not true of my child</li><li><input type="checkbox"/> Somewhat true of my child</li><li><input type="checkbox"/> True of my child</li><li><input type="checkbox"/> I'm not sure</li></ul>

