

## Running Record

*(A running record gives a minute-by-minute description of what goes on in a setting with a specific child or group of children. You select a setting where you are interested in seeing what a student does and what the circumstances are those surround the behaviors. You might know what behavior you want to observe, such as off task. In this case you would watch the student when he was in a situation where he was often off task. You would record exactly what was occurring and what the child and those around him, including the adults, did. You get a very rich picture of what behaviors the child exhibits and what the antecedents and consequences are to those behaviors.)*

**Observer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Child Observed:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **To:** \_\_\_\_\_ **Location:** \_\_\_\_\_

**Observation Objective:** \_\_\_\_\_

**Description of the Physical Environment:** *(Detail description of the physical environment.)*

<b>Time Tracking</b>	<b>Record of Child's Speech and Actions</b>	<b>Notes and Interpretations</b>
<i>(Write exact time)</i>	<i>(Write only what you see. Make no assumptions about what is in a person's mind or what they are thinking. Write just the facts.)</i>	<i>(Write what you feel is going on or ideas about why something is happening.)</i>

## Running Record

**Observer:** Ms. Natalie

**Date:** January 11, 2010

**Child Observed:** Jai Liam

**Date of Birth:** February 9, 2006

**Age:** 4 years 1 month **Time:** 9:16 AM **To:** 9:27 AM **Location:** Ray of Light Montessori, Main Playground

**Observation Objective:** Temperament with peers during outside free play

<p><b>Description of the Physical Environment:</b> 10 x 10 sandpit located on the main playground under large shading with an array of old pots, pans, shovels, and small child size rakes.</p>		
Time Tracking	Record of Child's Speech and Actions	Notes and Interpretations
9:16 AM	<p>Jai is sitting in the sandpit. He is using a shovel in his right hand to dig sand and pour loose sand into an old cooking pot. He groans and digs again, lifts the spade (losing half of the sand) and pours into the pot. He digs again and lifts a scoop of damp sand and lifts it to the pot (his arm wobbles but he does not drop the sand). He swaps hands and digs with his left hand, but lifts the spade with his right hand (dropping sand again). Jai groans. Jai shovels the sand again with his right arm. Jai drops the shovel and pats the sand with his left hand and then his right. He picks up the shovel with his left hand, scoops a large scoop (wobbles and drops some sand) as he puts into his pot. He pats the sand again with this right hand and re-shovels with his left hand.</p>	<p>Jai shows a preference for using his right arm/hand but is experimenting with his left.</p>
9:21 AM	<p>Jai looks up to see his friend 'L' at the toy stove. He is looking towards 'L' stir his pot.</p>	<p>Jai is using observation.</p>
9:23 AM	<p>Jai says to his friend, "Can you bake my cake?" He gets up then squats and picks up his pot. Jai carries it to 'L'. Jai drops the pot on the table with a heaving sigh. 'L' looks towards Jai and smiles and says, "In a minute...my cake's not done yet". Jai walks over to the stove and looks in 'L's' pot. He is on his tippy toes Jai says, "Can I see?" "My cake has chocolate in it...see" 'L' points to the mix. Jai giggles..."Yum" and scoops a handful of the mix, stepping away from the pot (about 3 paces) and pretends to eat it. The sand mix falls to the ground; Jai steps back as it falls. Jai walks forward with his hand reaching for the mix again (Jai is smiling). 'L' steps in front of his pot ('L' is smiling) "You can't do that...you have to wait till it is cooked!"</p>	<p>Jai and 'L' have developed a good friendship and are interacting together well. This activity showed that they enjoy dramatic pretend play of an activity they probably have both observed at home.</p>

**Running Record**

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Child Observed: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Age: \_\_\_\_\_ Time: \_\_\_\_\_ To: \_\_\_\_\_

Location: \_\_\_\_\_

Observation Objective: \_\_\_\_\_

**Description of the Physical Environment:**

**Time  
Tracking**

**Record of Child's Speech and Actions**

**Notes and  
Interpretations**

Time Tracking	Record of Child's Speech and Actions	Notes and Interpretations

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