



Helping Families Grow Healthy Children.

1771 Tribute Rd, Suite A

Sacramento, CA, 95815

(916) 344-6259

**MONTHLY OBSERVATION NOTES**

Please return by \_\_\_\_\_  
Thank you 😊

Child \_\_\_\_\_

Provider (Print) \_\_\_\_\_

Provider Signature \_\_\_\_\_

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

**Completed by FCCH Provider**

Please provide detailed observations.

Name three skills or strengths this child has worked on or mastered this month

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name three skills or areas this child is currently working on

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments, quotes or additional observations

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please return by \_\_\_\_\_, thank you 😊

Return to ECE Specialist \_\_\_\_\_





1771 Tribute Rd, Suite A, Sacramento, CA 95815 (916) 344-6259

## Providers

Please return by \_\_\_\_\_  
Thank you

### PRESCHOOL FUNDAMENTAL DEVELOPMENT QUESTIONNAIRE

Child \_\_\_\_\_

Provider \_\_\_\_\_ Date \_\_\_\_\_

#### Provider Signature

Dear parent, Beanstalk staff assesses each child's developmental needs with the input from the parent/guardian and the family child care provider. This information is used to help the Homes Teachers with the state required assessment and documentation of the child's development and growth.

**Please Note: For each of the statements, determine the latest developmental level the child has mastered at this time, and mark only 1. (check X) appropriately.**

- 1. Child explores the environment in increasingly focused ways to learn about people, things, materials, and events. (Atl-Reg 4)**
  - Explores people or things in the immediate environment.
  - Explores new ways to use familiar things, including simple trial and error.
  - Explores through simple observations, manipulations, or asking simple questions.
  - Explores by engaging in specific observations, manipulations, or by asking specific questions.
  - Carries out simple investigations using familiar strategies, tools, or sources of information.
  - Carries out mult-step investigations, using a variety of strategies, tools, or sources of information.
  
- 2. Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time. (Atl-Reg 5)**
  - Calms self when a familiar adult initiates contact, moves close, or offers a special thing.
  - Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations.
  - Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support.
  - Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed.
  - Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors.
  - Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors
  
- 3. Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult. (Atl-Reg 6)**
  - Participates in a simple activity briefly
  - Selects activities, but switches quickly from one to another, even with adult support to help focus on one activity.
  - Continues self-selected activities with adult support, even though interest briefly shifts to other activities.
  - Continues self-selected activities on own, seeking adult support to work through challenges.
  - Works through challenges on own while engaged in self-selected activities.
  - Returns to activities, including challenging ones, on multiple, occasions to practice a skill or to complete the activity.

Double sided →

4. **Child develops the capacity to share the use of space and materials with others. (Atl-Reg 7)**
  - Demonstrates preferences for a few specific toys or materials.
  - Takes and plays with materials of interest, even when they are being used by another child.
  - Shows awareness that other children might want to use materials, by taking action to control the materials.
  - Maintains control of some preferred materials, allowing others to use the rest, but will need adult support to share preferred materials with other children.
  - Follows expectations or procedures for sharing, most of the time, without adult prompting.
  - Offers to share space or materials with others in the absence of explicit expectations for sharing.
  
5. **Child shows increasing awareness of self as distinct from and also related to others. (SED 1)**
  - Recognizes self and familiar people.
  - Communicates own name and names of familiar people (e.g., “dada,” “mama,” “grandma,” or sibling’s name).
  - Expresses simple ideas about self and connection to others.
  - Describes self or others based on physical characteristics.
  - Describes own preferences or feelings. **And** Describes the feelings or desires of family members, friends, or other familiar.
  - Compares own preferences or feelings to those of others.
  
6. **Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics. (SED 2)**
  - Adjusts behavior in response to emotional expressions of familiar people, especially in novel or uncertain situations.
  - Adjusts behavior in response to emotional expressions of people who are less familiar.
  - Identifies own or others’ feelings.
  - Communicates, with adult assistance, about feelings that caused own behavior or others’ behavior.
  - Communicates ideas about why one has a feeling or what will happen as a result of a feeling.
  - Communicates ideas about how own or another’s personality affects how one thinks, feels, and acts.
  
7. **Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults. (SED 3)**
  - Interacts in simple ways with familiar adults **and** tries to maintain the interactions.
  - Initiates activities with familiar adults. **And** Seeks out assistance or support from familiar adults.
  - Engages in extended interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems).
  - Seeks a familiar adult’s ideas or explanations about events or experiences that are interesting to the child.
  - Takes initiative in creating cooperative activities with a familiar adult.
  - Works cooperatively with familiar adults, over sustained periods, to plan and carry out activities or to solve problems.
  
8. **Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers. (SED 4)**
  - Plays alongside other children, rarely interacting with them.
  - Interacts in simple ways with familiar peers as they play side by side.
  - Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly play.
  - Participates in extended episodes of cooperative play (including pretend play) with one or two friends.
  - Initiates sustained episodes of cooperative play (including pretend play), particularly with friends.
  - Organizes or participates in planning cooperative play activities with several peers, particularly with friends.

**9. Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others. (SED 5)**

- Uses or combines objects in functional or meaningful ways.
- Pretends that an object represents another object or serves a different purpose.
- Engages in pretend-play sequences.
- Engages in pretend play with others around a shared idea.
- Engages in roles in pretend-play sequences with others.
- Engages in pretend-play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea.

**10. Child understands increasingly complex communication and language. (LLD 1)**

- Recognizes a few frequently used words or gestures in familiar situations.
- Shows understanding of a wide variety of words that refer to people, objects, or events.
- Shows understanding of frequently used simple phrases or sentences.
- Shows understanding of a wide variety of phrases or sentences.
- Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities.
- Shows understanding of language that refers to abstract concepts, including imaginary events.
- Shows understanding of a series of complex statements that explain how or why things happen.

**11. Child communicates or acts in response to language and responds to increasingly complex language. (LLD2)**

- Responds to a few frequently used words or gestures in familiar situations.
- Responds to simple comments that relate to a present situation.
- Responds to one-step requests or questions involving an action that will happen right away.
- Carries out a one-step request that relates to a new or an unfamiliar activity or solution.
- Carries out multi-step requests that involve a familiar activity or routine.
- Carries out multi-step requests that involve a new or unfamiliar activity, situation, or concept.

**12. Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences. (LLD 3)**

- Uses a few "first words," word-like sounds, or gestures to communicate.
- Uses a variety of single words to communicate.
- Uses two words together to communicate.
- Uses short phrases or sentences of more than two words to communicate.
- Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate.
- Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors.
- Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events.

**13. Child engages in back-and-forth communication that develops into increasingly extended conversations\* (LLD 4) \*Conversations can include communication using sign language or alternative communication systems.**

- Engages in brief back-and-forth communication with a familiar adult, using word approximations, vocalizations, gestures, or facial expressions.
- Engages in brief back-and-forth communication with a familiar adult, using simple words or conventional gestures to communicate meaning.
- Engages in brief back-and-forth communication, combining words to communicate meaning.
- Engages in brief back-and-forth communication, using short phrases and sentences.
- Engages in brief conversations with a shared focus.
- Engages in conversations with a shared focus, contributing clarifying comments or building on the other person's ideas.
- Engages in extended focused conversations that involve reasoning, predicting, problem solving, or understanding ideas.

- 14. Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways. (LLD 5)**
- \_\_\_ Attends briefly to a familiar adult reading books, singing songs, or saying rhymes.
  - \_\_\_ Looks at books on own briefly, *or* Chooses to join reading, singing, or rhyming activities led by an adult.
  - \_\_\_ Looks at books page by page, *or* Participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult.
  - \_\_\_ Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games.
  - \_\_\_ Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story.
  - \_\_\_ Initiates literacy activities that can relate to classroom experiences as well as to own experiences or interests.
- 15. Child develops capacity to understand details and ideas from age-appropriate text presented by adults. (LLD 6)**
- \_\_\_ Shows interest when attending to books, pictures, or print materials, with an adult.
  - \_\_\_ Provides simple one-or-two-word responses to questions when attending to books or other materials that include text, with an adult.
  - \_\_\_ Makes comments or asks questions about text presented in books or the environment.
  - \_\_\_ Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text.
  - \_\_\_ Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect.
  - \_\_\_ Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events.
- 16. Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning\* (LLD 7) \*Children who are familiar with print in languages other than English may demonstrate differences in how they approach print materials. Some languages (e.g., English, Spanish, Tagalog, Vietnamese) are written from left to right with a horizontal line of print and from top to bottom in books and other print media. Whereas some languages (e.g., Arabic, Hebrew) are written right to left, etc.**
- \_\_\_ Explores books.
  - \_\_\_ Engages with print materials while being read to by an adult.
  - \_\_\_ Demonstrates awareness of the way books are handled.
  - \_\_\_ Demonstrates understanding that print and symbols carry meaning.
  - \_\_\_ Demonstrates understanding of how to follow print on a page of text.
  - \_\_\_ Demonstrates understanding that print is organized into units, such as letters, sounds, and words.
- 17. Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language.\* (LLD 8) \*Children who are deaf and learning American Sign language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence may or may not be similar to that of a hearing child.**
- \_\_\_ Attends to sounds or elements of language.
  - \_\_\_ Demonstrates awareness of variations in sounds.
  - \_\_\_ Engages actively in play with sounds in words or rhymes, *or* Sings simple songs, *or* Repeats simple nursery rhymes.
  - \_\_\_ Demonstrates awareness of larger units of language (e.g., words, syllables).
  - \_\_\_ Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects **and** Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects.
  - \_\_\_ Blends smaller units of language (e.g., *onsets* and *rimes*, such as communicating “cup, c-up” or the sounds of letters) **and** Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects.

**18. Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words. (LLD 9)**

- Demonstrates awareness that pictures represent people or things.
- Demonstrates awareness of a few common simple symbols in the environment.
- Demonstrates awareness of a few letters in the environment.
- Identifies some letters by name.
- Identifies ten or more letters (not necessarily at the same time)\* **and**
- Shows understanding that letters make up words.
- Identifies most upper-case letters and most lowercase letters (not necessarily at the same time) **and** Shows understanding that letters correspond to sounds in words.

**19. Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning.\* (LLD 10) \*Children who are familiar with print in languages other than English may demonstrate differences in how they approach writing. For instance, some languages use letters (e.g., English, Spanish, Tagalog, Arabic, Hebrew), where others use characters (e.g., Chinese).**

- Makes marks on paper.
- Makes scribble marks.
- Makes scribble marks or simple drawings that represent people, things, or events.
- Writes letter-like shapes or a few letters to represent own name or words.
- Writes own name, but may make errors.
- Writes several words or a few simple phrases, but may make errors.

**\*\*\*ELD Measures Intentionally Omitted\*\*\***

**20. Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes. (COG 2)**

- Associates a person or object with another person or object, based on a similarity or relationship between them.
- Selects some objects that are similar from a collection of objects.
- Sorts objects into two groups based on one attribute, but not always accurately.
- Sorts objects accurately into two or more groups based on one attribute.
- Sorts objects into two or more groups based on one attribute, then puts all the objects together and re-sorts the entire collection into new groups.
- Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute.

**21. Child shows developing understanding of number and quantity. (COG 3)**

- Demonstrates awareness of quantity.
- Uses number names, but not always correctly, in situations related to number or quantity.
- Identifies small quantities without counting, up to three.
- Counts up to five objects using one-to-one correspondence **and** Recites numbers in order, one through ten.
- Shows understanding that the last number counted is the total number of objects in the group.
- Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence **and** Recites numbers correctly, up to 20.

**22. Child shows increasing ability to add and subtract small quantities of objects. (COG 4)**

- Demonstrates awareness of quantity.
- Manipulates objects and explores the change in the number in a group.
- Demonstrates understanding that adding objects to a group makes more or that taking away objects makes fewer or less.
- Identifies the new number of objects after one object is added to or removed from a set of two or three objects.
- Uses counting to add or subtract one or two objects to or from a group of at least four objects.
- Solves simple addition or subtraction word problems by using fingers or objects to represent numbers or by mental calculation.

**23. Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties. (COG 5)**

- Demonstrates awareness that objects differ by properties (e.g., size, length, weight, or capacity).
- Explores how objects differ by properties (e.g., size, length, weight, capacity).
- Shows understanding of some measurable properties (e.g., size, length, weight, capacity) or uses words (e.g., “big”, “heavy”) to describe some measurable properties.
- Identifies differences in size, length, weight, or capacity between two objects, using comparative words (e.g., “bigger”, “smaller”) or showing understanding of comparative words.
- Orders three or more objects by directly comparing them using a measurable property (e.g., size, length, weight, capacity).
- Explores the properties of objects (e.g., size, length, weight, capacity) through either the use of measurement tools with standard units (e.g., ruler, scale) or the use of nonstandard units (e.g., footsteps, blocks).

**24. Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity. (COG 6)**

- Notices and responds to simple repeating sequences.
- Participates in some parts of simple repeating sequences in language, movement, music, everyday routines, or interactions.
- Matches simple sequences that are seen, heard, or experienced.
- Attempts to create simple repeating patterns (with two elements).
- Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern.
- Creates, copies, or extends complex patterns (with three or more elements).

**25. Child shows an increasing knowledge of shapes and their characteristics. (COG 7)**

- Explores shapes of objects.
- Manipulates objects based on shape.
- Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them.
- Identifies or names several shapes in the environment (e.g., circle, squares, triangles).
- Recognizes shapes when they are presented in different orientations or as parts of other objects.
- Describes several shapes and the differences between them.

**26. Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, and directional awareness. (PD-HLTH 1)**

- Uses sensory information to control body while exploring people, objects, or changes in the physical environment.
- Demonstrates awareness of major body parts by exploring their movement potential.
- Tries different ways to coordinate movements of large or small body parts.
- Adjusts aspects of movement (e.g., effort, spatial, directional) in relation to people and objects, with adult guidance.
- Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces.
- Anticipates and adjusts aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments, or on different surfaces.



**27. Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping). (PD-HLTH 2)**

- Coordinates movements of body parts to move whole body, such as creeping, crawling, or scooting on bottom.
- Coordinates movement of whole body while upright, using support.
- Coordinates basic movements in an upright position without using support.
- Attempts to coordinate movements, in an upright position, that momentarily move whole body off the ground.
- Coordinates and controls individual locomotor movements, with some success.
- Combines and coordinates two or more locomotor movements together in effective ways, with some success.
- Combines a variety of locomotor movements and moves effectively across a range of activities.

**28. Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching). (PD-HLTH 3)**

- Uses arms, legs, or body to engage in simple, repeated actions on objects.
- Uses arms, legs, or body in various ways to manipulate objects, while in positions such as sitting, moving on all fours, or upright, using support.
- Manipulates objects, using one or more body parts, with limited stability.
- Manipulates objects, using one or more body parts, with stability but limited coordination.
- Uses two or more movements sequentially to manipulate objects, sometimes pausing briefly between movements.
- Coordinates arms, legs, or body to manipulate objects, with connected sequential or simultaneous movements.
- Applies a variety of manipulative skills, in combination with locomotor skills, in different physical activities.

**29. Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks. (PD-HLTH 4)**

- Grasps objects with entire hand.
- Grasps objects with fingers and thumb.
- Explores ways to use one hand, or to use both hands doing the same movements, to manipulate objects.
- Manipulates objects with one hand while stabilizing the objects with other hand or with another part of body.
- Manipulates objects with both hands doing different movements.
- Manipulates objects, using hands, with strength, accuracy, and coordination.
- Performs, with efficiency, a variety of tasks that require precise manipulation of small objects.

**30. Child engages in physical activities with increasing endurance and intensity. (PD-HLTH 9)**

- Engages in brief instances of physical play.
- Engages in active physical play for short periods of time.
- Engages in active physical activities or play for moderate amounts of time.
- Engages in active physical activities or play for sustained amounts of time.
- Engages regularly in active physical activities or play for sustained periods of time, with occasional bursts of intensity (Ex. riding a bike and going faster to pass a peer).
- Seeks to engage in active physical activities or play routinely, with increased intensity and duration.