

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	N/A	No	Partial	Yes
1. Materials used in the activity were secured in advance of the session and fully available in the activity space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

ELM Activity Use (One-to-One or Informal Gathering)	N/A	No	Partial	Yes
4. The caregiver used an appealing and appropriate invitation to join the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The caregiver spoke slowly, distinctly, repeated key words or phrases, and frequently used pointing and/or gestures to complement words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

ELM Activity Observation Checklist: Birth–36 Months continued

ELM Activity Use (One-to-One or Informal Gathering)	N/A	No	Partial	Yes
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The activity's goals and content were addressed during all or nearly all of the session (no significant "drift").	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

ELM Activity Observation Checklist: Birth–36 Months continued

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

	N/A	No	Partial	Yes
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. During an informal gathering, the caregiver positively acknowledged a child(ren)'s departures and/or returns to the gathering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

Child-initiated Activities

	N/A	No	Partial	Yes
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Some or all of the caregiver's comments and actions focused on individual children and included use of the child's name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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