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# Templates for early childhood education and care observations

The NSW Department of Education has developed a series of optional templates to assist early childhood education and care (ECEC) services to make observations.

This document contains templates for the following types of observations:

* [Antecedent, Behaviour, Consequences (ABC) recording](#_Antecedent,_Behaviour,_Consequences)
* [Anecdotal observations](#_Anecdotal_observations)
* [Frequency tally](#_Frequency_tally)
* [Language sample](#_Language_sample)
* [Running record](#_Running_record)
* [Scatterplot](#_Scatterplot)
* [Time sample](#_Time_sample).

The templates are also available as individual files on our [Inclusive educational programs for children with disability](https://education.nsw.gov.au/early-childhood-education/leadership/resource-library/inclusive-educational-programs-for-children-with-disability) webpage, under Webinar 2 resources.

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## Antecedent, Behaviour, Consequences (ABC) recording

An ABC recording can be used to determine whether what happens before and after the behaviour might be influencing the behaviour.

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| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

| **Date and time** | **Setting / Context**(location / activity / learning experience) | **Antecedent**What happened right before the behaviour? | **Behaviour**Describe the behaviour | **Consequence**What happened immediately after the behaviour? What happened as a result of the behaviour? |
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## Anecdotal observations

An anecdotal observation tells a story. Make your records short and focused, with descriptions of the focus behaviours.

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| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

| **Date**  | **Start time** | **Finish time** | **Setting / Context**(location / activity / learning experience) | **Observation**Describe the behaviour |
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## Frequency tally

A frequency tally records the number of times that a focus behaviour was observed.

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| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

| **Date**  | **Start time** | **Finish time** | **Setting / Context**(location / activity / learning experience) | **Tally of the number of times that the behaviour was observed** | **Total** |
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## Language sample

A language sample records the language used in an interaction and can include both verbal and non-verbal communication. You can use a transcription of a video or an audio recording of the interaction.

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| **Child’s name** |  |
| **Educator(s) name(s)** |  |

| **Date and time** | **Setting / Context**(location / activity / learning experience) | **Language transcript** |
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## Running record

A running record is an exact record what the child does and says as it happens.

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| --- | --- |
| **Child’s name** |  |
| **Educator(s) name(s)** |  |

| **Date and time** | **Start time** | **Finish time** | **Setting / Context**(location / activity / learning experience) | **Observation**Describe the behaviour |
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## Scatterplot

A scatterplot tracks and counts behaviours and helps to identify frequency and patterns across times of the day.

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| **Child’s name** |  |
| **Focus behaviour** |  |
| **Educator(s) name(s)** |  |

**Instructions:** Add the relevant date at the top of each column. If a behaviour occurs during a particular time interval, fill in the space using the codes below.

**Behaviour does not occur during the time interval (leave the box blank)**:

**Behaviour occurs sometimes during that time interval (add “/” in the box) (e.g. 1 to 3 times):**

/

**Behaviour occurs regularly during that time interval (add “X” in the box) (e.g. 4 or more times):**

X

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Time** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** | **[Date]** |
| **8:30am** – **9:00am** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9:00am** – **9:30am** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9:30am** – **10:00am** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10:00am** – **10:30am** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10:30am** – **11:00am** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11:00am** – **11:30am** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **11:30am** – **12:00pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **12:30pm** – **1:00pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:00pm** – **1:30pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1:30pm** – **2:00pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:00pm** – **2:30pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2:30pm** – **3:00pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:00pm** – **3:30pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3:30pm** – **4:00pm**  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4:00pm** – **4:30pm** |  |  |  |  |  |  |  |  |  |  |  |  |  |

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## Time sample

A time sample maps a child’s experiences/behaviour at regular intervals for a whole day or part of a day. Time samples are often conducted half-hourly, but the frequency can be as often or infrequent as is appropriate to the child and situation. Time samples of different days need to be completed before a picture of the child’s day can be formed.

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| --- | --- |
| **Child’s name** |  |
| **Educator(s) name(s)** |  |
| **Date completed** |  |

|  |  |
| --- | --- |
| **Time** | **Observation**Describe the behaviour |
| **9:00am** |  |
| **9:30am** |  |
| **10:00am** |  |
| **10:30am** |  |
| **11:00am** |  |
| **11:30am** |  |
| **12:00pm** |  |
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