

Figure 1

ITDS- Kim Campbell

Running Record Observation Form

Name: John Jones    DOB: 10/12/01    Age: 32 months

Context: Targeting child interactions with caregivers

Family home includes: John, Mother, Grandmother and two foster infants, ages 8 and 12 months

This key includes those present during current running observation time frame

C=child, M=Mom, G=Grandmother, E= Early Interventionist

Time	Description	Dialog	Observer Comments
9:00	E- arrives @ home, M- answers door	M- Hi, come on in. John is playing in his room.	C- screaming from another room
9:02	C- runs into living room and sits down, looks @ E, C- makes eye contact w/ E	E- Hi John. How are you today?	C- smiles in response, sits still, points to floor
9:05	E= sits down, picks up toy vehicles nearby, places them near –C	C- looks @ E, then begins to play	M + G enter, sit down quietly on couch C- lines vehicles end/end, sorting by type
9:10	C- leaves living room, runs into kitchen area M- hurries after C	C- makes loud grunting sounds M- Is this what you want? C- screams	C leaves activity incomplete, goes into kitchen. M does not redirect and begins to guess what he wants.
9:15	C- walks back into room, throws sipper cup @ G, lays on carpet, tantrums	G- You didn't get what you wanted? Let's see if I can find what you want.	G- gets up, pulls C up by hand C walks w/ G into kitchen
9:20	G + C return to living room w/ sipper cup and chips	G- Now maybe we found what he wants and will stay in	M- rolls her eyes as she looks @ E, then watches G + C sit down together on floor G takes chips/drink, places

		here w/ us	them next to C on table
9:23	C- looks @ M + E and smiles as he drinks	M- You know he isn't supposed to have food in this room.	C- smiles and looks from one of us to another as he focus' on eating/drinking G- looks at me
9:25	C- gets up, walks several steps to E,  E- pats floor,  C- sits down, points to peg board	E- Would you like to play with this? C- looks @ E, points and smiles	C is not vocalizing vowel or consonant sounds, uses facial expression, points and grunts to indicate wants M + G sit, watching 8-10 ft. away
9:30	C- begins to play, stacks pegs according to color  E- pats floor to invite M/G to sit on floor	E- You are doing a nice job there. Look at the green pegs. Can you show Mommy what you are doing?	M- smiles and comes to the floor, sits down and begins to stack blue pegs  G- sits back to watch us on the floor
9:35	C- jumps up and runs down hallway	M-I guess he is finished. I think he is going to watch TV in his room.	G- shakes head in agreement and begins conversation about unrelated issues. M- gets up and sits on couch, invites E to do same.

Initial impression:

John appears happy in his home environment, as long as he is comfortable and in control of the current situation. He uses grunts and gestures to make his wants and needs known. John makes good eye contact with those who talk to him, as well as those he wants something from. Grandmother appeared to be unconcerned about Mother or how she dealt with John. It is unclear what expectations they have for John. He goes from one adult to the other, if he can't get what he wants. He matches all of the colored pegs. Cars and trucks are lined perfectly straight. Johns' movements and actions appear to be exaggerated and more forceful than other children his age. He steps heavily and brushes against furniture/walls as he goes by. Additional observation should include some focus on sensory integration, self-help and motor skills.