

Child Behavior Traits (CBT) Observation Record

1. Approaches play in a systematic way.

Thinks through ahead of time the materials or activities he/she need and then uses them to proceed with the requirements of accomplishing the task in an orderly sequence.

Appears to be reflective and to think about the task.

The child might do one or more of the following:

- Empties pieces from a puzzle before solving.
- Pauses to think about what he/she should do next.
- Takes each block out and examines it.
- Sets up pretend play in an orderly way, such as pretending that the toy school bus is stopping at different bus stops.

How did the child show that he/she plays in a systematic way? (Include dates.)

2. Smiles and laughs when involved in play activities.

Seems generally cheerful and content. Gives an impression of being satisfied and even happy most of the time. Seems tension-free, and negative feelings (sadness, fear, anxiety) generally appear to be absent.

The child might do one or more of the following:

- Smiles, laugh, claps hands.
- Seems relaxed and involved in play.

How did the child show that he/she smiles and laughs when involved in play activities? (Include dates.)

3. Does NOT hit, poke, or bite others.

Hostile actions are not directed against people around child. Child uses angry words when feeling angry, or curbs anger altogether.

The child might do one or more of the following:

- Restrains him/herself from throwing blocks when angry or frustrated. (might sometimes need to be reminded).
- Uses angry words when angry.
- Does not hit, poke, or bite their parent or siblings.

How has the child demonstrated that he/she curbs his/her anger or uses angry words rather than hitting, poking, or biting? (Include dates.)

4. Can describe in words or sentences the pictures in a book.

Expresses him/herself in language. Uses words or sentences to convey thoughts.

The child might do one or more of the following:

- Describes the pictures in a book.
- Uses words, rather than pointing and gesturing.

How has the child demonstrated that he/she can use words or sentences to describe pictures in a book? (Include dates.)

5. Initiates positive activities.

Shows independence and initiates activities that will not hurt others and that have a constructive aim. The activity may not involve much thinking but does demonstrate initiative and direction toward a goal.

The child might do one or more of the following:

- Builds with blocks on his/her own.
- Sings a song or chants words or sounds on his/her own.

How has the child demonstrated that he/she can initiate positive activities? (Include dates.)

6. Accepts or seeks help from other children or adults when experiencing difficulty with a task.

Permits or asks for help, without seeming to need help for everything. Usually tries at least briefly to understand or master the task before asking for help.

The child might do one or more of the following:

- Asks for help when finding proper spaces for puzzle pieces.
- Asks for help when building a block tower.

- May try to do these things before asking for help.

How has the child demonstrated that he/she asks for help from adults or other children when experiencing difficulty with a task? (Include dates.)

7. Is cooperative with adults.

Is generally willing to follow the suggestions or directives of responsible adults, without arguing or objecting.

The child might do one or more of the following:

- Readily agrees to join parent and Early Learning Specialist in reading a book together.
- Complies with parent's request to retrieve a particular toy.

How has the child demonstrated that he/she is cooperative with adults? (Include dates.)

8. Participates in pretend playtime activities.

Child "makes believe" in play but understands that the pretending is a game.

The child might do one or more of the following:

- Pretends to pour milk from a toy pitcher.
- Pretends that he/she is driving the school bus to school.

How has the child participated in pretend play activities? (include dates.)

9. Expresses strong positive or negative feelings appropriately.

Can freely express strong positive or negative feelings but knows when and where to stop the outburst. Appears to exercise sufficient control over emotional behavior to avoid over-intense extremes inappropriate to the situation.

The child might do one or more of the following:

- May show anger at mother's insistence to stop throwing the blocks, but anger soon subsides.
- Laughs in delight when he/she fits all the blocks into the block wagon.

How has the child expressed positive and/or negative feelings appropriately? (Include dates.)

10. Understand and completes activities that are developmentally appropriate.

Understands directions and goes about what has to be done in a self-directed manner. Continues task until done, at a fairly steady pace. Does not have to be reminded frequently to finish.

The child might do one or more of the following:

- Builds with blocks.
- Completes a puzzle.
- Pushes or pulls the block wagon.
- Sorts shapes.

How has the child demonstrated that he/she can understand and complete developmentally appropriate activities? (Include dates.)

11. Asserts ownership over toys and possessions.

Defends his/her toys and books without overreacting.

The child might do one or more of the following:

- Refuses to give up toy when sibling grabs the one he/she is playing with, without hitting or pushing.
- Gives sibling or parent another book or toy to play with.

What does the child do to assert ownership over his/her toys and books? (Include dates.)

12. Follows necessary rules in family setting.

Complies with appropriate rules set by parent/caregiver.

The child might do one or more of the following:

- Collects all the parts of the toy and puts them away when asked.
- Says thank you when receiving a new toy or book.

How has the child demonstrated that he/she follows necessary rules in the family setting? (Include dates.)

13. Is creative and inventive during playtime activities.

Uses materials or ideas in original ways which may be different from those initially intended. The results may often be interesting and/or attractive.

The child might do one or more of the following:

- Puts small blocks on toy dishes and pretends they are cookies.
- Pretends that the box from the school bus is a garage.
- Says he/she is making a pancake when playing with play-doh.

How has the child been inventive and creative during playtime? (Include dates.)

14. Tolerates necessary frustration.

Can control need for immediate satisfaction of a wish, whether involving physical, emotion, social, or cognitive satisfaction. Appears to understand that sometimes he/she has to wait to get what he/she wants and is willing to wait when he/she has to.

The child might do one or more of the following:

- Wait for his/her turn when playing a game.
- Wait for the Early Learning Specialist to get her coat off before receiving the toy or book.
- Wait to continue reading or playing when parent has to answer the phone.

How was the child demonstrated that he/she can tolerate necessary frustration? (Include dates.)

15. Expresses a sense of pride by smiling or clapping upon completion of a new activity.

Enjoys mastering new tasks, shows joy in mastering a new activity, and shows a sense of accomplishment at the completion of a task.

The child might do one or more of the following:

- Laughs or claps hands when putting all the pegs into a pegboard.
- Verbalizes a sense of accomplishment when building a block tower, such as saying "I did it!"
- Builds a block tower, calmly knocks it down, and starts all over again.

How has the child expressed a sense of pride? (Include dates.)

16. Initiates interaction or responds to others with little hesitation.

Seems self-confident and is not shy in social interaction. Appears to value him/herself and does not appear to fear people or tasks.

The child might do one or more of the following:

- Greets Early Learning Specialist at the door and enters spontaneously into the play or reading of the home visit.
- Holds a conversation easily with the Early Learning Specialist, sharing his/her own experience.
- Does not run away from the activities of the home visit.

Show how the child initiates interaction or responds to others with little hesitation. (Include dates.)

17. Demonstrate sharing and tolerates delays in having needs met.

Can put own needs second to others. Understands that, at times, others have rights that transcend his/her own. Shows consideration for the physical, social, and emotional requirements of other people around him/her.

The child might do one or more of the following:

- Gives brother a chance to play with a new toy, even though he/she is eager to play with it.
- Waits calmly for the parent to come back to reading, while she picks up a crying baby.

How has the child demonstrated an ability to share and put own needs second to others? (Include dates.)

18. Avoids everyday dangers.

Refrains from unnecessary physical risks. May enjoy physical challenge but does not expose him/herself to danger without good reason.

The child might do one or more of the following:

- Climbs stairs carefully.
- Climbs up on couch carefully and sits properly.
- Uses safety scissors properly.

How has the child demonstrated an ability to avoid everyday dangers? (Include dates.)

19. Moods are appropriate to situations.

Seems free of sudden, unpredictable mood changes. Moods (sadness, happiness, anger, etc.) are usually obviously related to the situation at hand. Reactions generally follow a rather stable pattern. It is possible to forecast what the child's emotional behavior will be in most circumstances.

The child might do one or more of the following:

- Does not change moods abruptly.
- Does not tantrum without apparent cause.
- Reacts appropriately to an activity. For example, does not laugh at a book that is not funny.

How has the child shown that his/her moods are appropriate to situations? Note instance when moods have been inappropriate to situations. (Include dates.)

20. Attentive and concentrates on activities for up to 3 minutes.

Concentrates on tasks. Focuses visually and aurally, with little restlessness, first as task is explained, and then on carrying through its accomplishment. Appears to be intent on reaching goal set by task and is not easily distracted by outside sights and sounds.

The child might do one or more of the following:

- Concentrates on a story being read by the parent or Early Learning Specialist. When there is noise on the street, might briefly look up, but does not run away from the activity.
- Focuses as Early Learning Specialist shows how to put beads on lace, then concentrates on putting the beads on him/herself.

How has the child demonstrated that he/she can concentrate on an activity for 3 minutes? (Include dates.)
