Overview of The Ounce Scale

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Assessment Training Consultant
Agenda

Provide an overview of the core components of *The Ounce Scale*

- Observation Record
- Family Album
- Developmental Profile
What is The Ounce Scale?

An assessment tool designed to be used with infants and toddlers ages birth through 3½ years old.
Description

- The Ounce Scale is an observational assessment for evaluating the development of infants, toddlers, and preschoolers.

- It's purpose is twofold:

  1. to provide guidelines and standards for observing and interpreting the growth and behavior of young children;
  2. to provide information that parents and caregivers can use in everyday interactions with their children.
Observational Assessment

• Based on observations of children’s development and learning over time.
• Teaches caregivers and parents to carefully observe and record what they see and hear before evaluating.
The Ounce Scale

Observe, see, and celebrate children’s development!
The Ounce Scale: Functional Assessment

Focuses on everyday, naturally occurring, practical behaviors and accomplishments:

- Easily recognized by parents and service providers.
- Central to the emergence of infant and toddler competence.
- Learned and assessed in context.
- Part of the fabric of the relationships between infants and their primary caregivers.
- Elicit, support, and extend children’s skills, abilities and accomplishments.
Assessment-Intervention Cycle

Assessment-Intervention Cycle

OBSEERVE

PLAN
OR
ADJUST

RECORD

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Developers of *The Ounce Scale*

Samuel J. Meisels  
Amy Laura Dombro  
Dorothea B. Marsden  
Donna R. Weston  
Abigail M. Jewkes
Why is it called The Ounce Scale?

• The tool was named *The Ounce Scale* because a large part of the funding for the development of the tool was provided by the Ounce of Prevention Fund in Chicago, IL.

• The name was shortened to *The Ounce Scale*.

• *The Ounce Scale* can be used in paper form or online.
Components of The Ounce Scale
Observation Record, Family Album, Developmental Profile

- The Observation Record is the program provider’s tool for collecting information about the child.
- The Family Album is the family’s tool for collecting information.
- The Developmental Profile takes the information and compares the child’s skills and behaviors to those expected of children of that age as described in the *Standards* for the *Developmental Profiles*. 
Observation Record
Observation Record

Areas of Development

I. Personal Connections
II. Feelings About Self
III. Relationships With Other Children
IV. Understanding and Communicating
V. Exploration and Problem Solving
VI. Movement and Coordination

OBSERVATION RECORDS
FAMILY ALBUMS
DEVELOPMENTAL PROFILES & STANDARDS

4-month interval

6-month interval
Observation Record

- Designed for the caregiver, teacher, or home visitor.
- Covers a 4-month period (for the first year) and then a 6-month period thereafter.
- There are a total of eight Observation Records.
Observation Record

- Frames observational focus in questions for caregivers to respond to.
- Provides a place for recording notes and observations collected over time.
IV. Understanding and Communicating: Baby Talk

How babies understand and communicate

1. How does the baby respond to sights and sounds?

Babies are learning to respond to their caregivers’ tone of voice, touch, and facial expressions. They begin to understand the world around them as they hear the words caregivers say while dressing them, changing their diapers, feeding them, and playing with them.

The baby might do one or more of the following:

- **Listen to the familiar**—get quiet when he hears his name or when someone says, “I’m coming.”
- **Show he understands**—look toward the bottle when he hears someone talking to him as he or she brings his bottle to him.
- **Have fun with words**—laugh when someone plays “Ah-boo!” with him.
- **Get excited**—smile when someone talks excitedly to him about something.
- **Reject the crib**—cling to his caregiver and start to cry when he realizes that he is about to be put in his bed.

How does this baby react to what he sees and hears? (Include dates.)
IV. Understanding and Communicating: Baby Talk

How babies understand and communicate

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- **Reject the crib**—cling to his caregiver and start to cry when he realizes that he is about to be put in his bed.

How does *this* baby react to what he sees and hears? (Include dates.)
## Sample Observations

<table>
<thead>
<tr>
<th>Age Level</th>
<th>Observation Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–4 Months</td>
<td></td>
</tr>
<tr>
<td>Cynthia, 3 months</td>
<td></td>
</tr>
<tr>
<td>Cynthia was lying on the changing table. Her primary caregiver Deborah was changing her diaper. Deborah looked into Cynthia’s eyes and talked about each step in the changing process. Each time Deborah paused in her conversation, Cynthia moved her legs and waved her arms about until Deborah started talking again.</td>
<td></td>
</tr>
<tr>
<td>Lee, 2 months</td>
<td></td>
</tr>
<tr>
<td>Lee was lying on a blanket on his tummy, facing the floor. Every few minutes, he lifted his head up and scanned the room for about a minute at a time. Sometimes he looked in the direction of another child who was squealing with delight.</td>
<td></td>
</tr>
</tbody>
</table>
### Sample Observations

<table>
<thead>
<tr>
<th>8–12 Months</th>
<th>Brianna, 8 months</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brianna crawled over to a toy shelf and took a shape sorter box with a removable top. She dumped all the shapes, took the top off, and put all the shapes back in. She repeated this four times. She started to glance around the room. Mary, an assistant teacher, came over and put the top back on the sorter. She gave a circle to Brianna and asked her to put it in the box. Brianna did. Mary gave her another shape, but Brianna said “no,” took the top off, removed the circle shape, put the top on and put the circle shape in again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sylvie, 12 months</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>At the end of the day, Sylvie looked up, saw her mother, and said “mama.” She ran to the door and jumped into her mother’s arms.</td>
</tr>
</tbody>
</table>
Observation Record

- Summary page in the back of each Observation Record provides a form for caregivers to summarize each child’s progress at the end of each age range.

- Goal Setting pages in the back of Observation Record can be completed for or with parents/families or as a way to support children as they transition to another class.
SUMMARY REPORT
Pulling It All Together

1. Describe this preschooler.

2. List what this preschooler is especially good at.

3. Note anything that seems difficult for this preschooler.

4. What more do you want to know about this preschooler?

Completed by................................................................. Date

Parent Signature........................................................................
SETTING GOALS
Putting What You’ve Learned to Work

1. What are some “next steps” for this preschooler? What goals do you have for this preschooler in the coming months?

2. What are your plans for helping this preschooler meet these goals?

Completed by:

Parent Signature: ___________________________  Date: ____________________
Family Album
Family Album

Areas of Development

I. Personal Connections
II. Feelings About Self
III. Relationships With Other Children
IV. Understanding and Communicating
V. Exploration and Problem Solving
VI. Movement and Coordination

OBSERVATION RECORDS

FAMILY ALBUMS

DEVELOPMENTAL PROFILES & STANDARDS

4-month interval

6-month interval
Family Album

- A small booklet designed for parents and/or guardians to observe, record, and collect mementos of their child’s progress, development, and growth overtime.
- Designed to be used by families on their own or in program-based settings.
- Frequently used in home visiting programs.
Family Album

- There are eight Family Albums that are organized the same way as the Observation Record, first by 4 month increments and then by 6 months.

- Helps families to notice their child’s unique skills and abilities.

- Includes child development information to help parents learn about, understand, and foster their child’s growth and development at each stage/age.
I. It’s About Trust

How your toddler shows trust

How does your toddler show that you help her explore and play?

It's a scary world out there sometimes! When your toddler knows that she can see and touch you whenever she needs to, she feels safe. She knows you’ll be there. This helps her move away from you to play and explore her surroundings. Your toddler might:

- bring toys over to you and pile them on your lap
- make her way over to where you’re sitting, stand there briefly, and then go back to the sand pile
- look to you for a “confidence booster,” such as a smile or a wave, before going off to play with her friend in another room

How does your toddler show that your being there helps her play?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When you are there for your child—when she can check in with you—you give her the comfort and confidence to go out into the world.
Try this and see what happens!
Here are some things to do to show your toddler she can trust you.

**Set rules.**
Set clear rules and limits for your child. For example, tell her what she is and is not allowed to touch; that she may run outside but not inside. Remind your child of these rules gently. Children feel safer when they have some rules to follow.

**Keep on reading.**
The more you look at books with your toddler, the more she will learn that books are fun. She'll also learn what reading is all about by watching you read to her. Shared activities, such as reading aloud, are a great way to let your child know you are there for her.

**Let her help.**
Invite your toddler to help with household jobs. She'll enjoy putting spoons on the table, dusting tabletops, and watering the plants. Children feel loved and important when they are asked to take part in family life.

**Get into a routine.**
Try to have dinner at around the same time each day, followed by regular activities such as reading stories, brushing teeth, and going to bed with a lullaby. When your toddler knows what she can expect each day, she learns she can trust you and her world.

**Give her a choice.**
Make naptime and bedtime easier by letting your toddler choose from two possibilities. She can pick a book to read or choose a song you'll sing together. Your child will gain a feeling of control when she can make choices that affect her life.
The Gallery

Paste a photo, draw a picture, or write a sentence or two about being with your toddler.
Developmental Profile and Developmental Standards
Developmental Profiles and Developmental Standards

Areas of Development

I. Personal Connections
II. Feelings About Self
III. Relationships With Other Children
IV. Understanding and Communicating
V. Exploration and Problem Solving
VI. Movement and Coordination

4-month interval

6-month interval
Developmental Profile

• Designed for caregivers to use at the end of each age period to formally evaluate the progress and development of the child.

• Based on the information recorded in the Observation Record and Family Album, if available.

• Developmental Profiles are used in conjunction with Developmental Standards that outline development at each stage.
Developmental Profile

- Ratings and narrative comments are recorded and prepared for parent-teacher/caregiver conferences.
- Ratings on the Developmental Profile can be aggregated for reporting purposes.
Developmental Standards

- Based on an extremely comprehensive and thorough review of the literature related to infants, toddlers, and young preschoolers.

- The Developmental Standards describe the child who is developing as expected compared to the child who needs development at each level.
# Domain, Areas of Development, and Aspects of Development

<table>
<thead>
<tr>
<th>Traditional Domain</th>
<th>Area of Development</th>
<th>Aspects of Development Covered</th>
</tr>
</thead>
</table>
2. How children respond to unfamiliar adults |
|                    | II. Feelings About Self: Learning About Me—How children express who they are | 1. How children express who they are, their personality, their temperament, the way they are building self-esteem, learning independence  
2. How children manage their own behavior, self-regulation  
3. Expressing feelings; learning social skills when expressing feelings, needs, and wants |
|                    | III. Relationships With Other Children: Child to Child—How children act around other children | 1. How children show awareness of other children, interact with and play with them  
2. Recognizing and responding to other children’s feelings (empathy) |
**SOCIAL and EMOTIONAL**

I. Personal Connections: It's About Trust
   1. Responds to familiar adults (p. 7)
   2. Shows awareness of unfamiliar people (p. 8)

II. Feelings About Self: Learning About Me
   1. Expresses feelings (p. 8)
   2. Calms self (p. 9)

III. Relationships With Other Children: Child to Child
   1. Shows awareness of other children (p. 9)

**COMMUNICATION and LANGUAGE**

IV. Understanding and Communicating: Baby Talk
   1. Responds to sights and sounds (p. 10)
   2. Uses sounds and movement to communicate (p. 11)

**COGNITIVE DEVELOPMENT**

V. Exploration and Problem Solving: Baby Discoveries
   1. Pays attention to what is happening in the environment (p. 11)
   2. Makes things happen (p. 12)

**PHYSICAL DEVELOPMENT**

VI. Movement and Coordination: Babies in Motion
   1. Gaining control of head and body (p. 13)
   2. Reaches toward things (p. 13)
   3. Holds on to things (p. 14)
# 42 Months

**SOCIAL and EMOTIONAL**

<table>
<thead>
<tr>
<th><strong>I. Personal Connections: It’s About Trust</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflects attitudes and behaviors of familiar adults (p. 78)</td>
</tr>
<tr>
<td>2. Shows comfort around new adults (p. 79)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Feelings About Self: Learning About Me</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows greater comfort with independence (p. 79)</td>
</tr>
<tr>
<td>2. Manages own behavior with increasing skill (p. 80)</td>
</tr>
<tr>
<td>3. Expresses feelings, needs, and wants (p. 81)</td>
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</table>

<table>
<thead>
<tr>
<th><strong>III. Relationships With Other Children: Child to Child</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Engages in cooperative play with other children (p. 81)</td>
</tr>
<tr>
<td>2. Shows increasing ability to understand the feelings of other children (p. 82)</td>
</tr>
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**COMMUNICATION and LANGUAGE**

<table>
<thead>
<tr>
<th><strong>IV. Understanding and Communicating: Preschooler Talk</strong></th>
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</thead>
<tbody>
<tr>
<td>1. Understands requests, directions, concept words, stories, and sequence (p. 83)</td>
</tr>
<tr>
<td>2. Uses conventions of speech while expressing ideas (p. 83)</td>
</tr>
<tr>
<td>3. Participates in conversations (p. 84)</td>
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**COGNITIVE DEVELOPMENT**

<table>
<thead>
<tr>
<th><strong>V. Exploration and Problem Solving: Preschooler Discoveries</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands new information and begins to explore more complex situations and concepts (p. 85)</td>
</tr>
<tr>
<td>2. Makes a plan before taking action (p. 86)</td>
</tr>
<tr>
<td>3. Thinks about a problem and figures out what to do (p. 86)</td>
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</tbody>
</table>

**PHYSICAL DEVELOPMENT**

<table>
<thead>
<tr>
<th><strong>VI. Movement and Coordination: Preschoolers in Motion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participates in many play activities and uses new movement skills (p. 87)</td>
</tr>
<tr>
<td>2. Uses hands with increasing control and precision for a variety of purposes (p. 88)</td>
</tr>
<tr>
<td>3. Accomplishes new self-help activities (p. 89)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Developmental Milestones</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-12 Months</td>
</tr>
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**Comments:**

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<table>
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<tr>
<th><strong>Comments:</strong></th>
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## Babies III (8-12 months)

<table>
<thead>
<tr>
<th>Social and Emotional Development</th>
<th>Developing as Expected</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Personal Connections: It's About Trust</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows preference for familiar adults</td>
<td>⬤</td>
<td></td>
</tr>
<tr>
<td>2 Reacts to unfamiliar adults</td>
<td>⬤</td>
<td></td>
</tr>
<tr>
<td><strong>II Feeling About Self: Learning About Me</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows likes and dislikes</td>
<td>⬤</td>
<td></td>
</tr>
<tr>
<td>2 Tries to manage own behavior in different situations</td>
<td>⬤</td>
<td></td>
</tr>
<tr>
<td><strong>III Relationships With Other Children: Child to Child</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Demonstrates awareness of other children</td>
<td>⬤</td>
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</table>

**Comments:**
- Gee recognizes and shows preference for her mother and for Ms. N. She hides her face in the presence of unfamiliar adults. She plays with other children and cries when she is hurt. Music calms her.
# Babies III (8-12 months)

<table>
<thead>
<tr>
<th>Communication and Language</th>
<th>Developing as Expected</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IV Understanding and Communicating: Baby Talk</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows understanding of gestures and words</td>
<td>![ ]</td>
<td>![ ]</td>
</tr>
<tr>
<td>2 Uses consistent sounds, verbal expressions, and gestures to communicate</td>
<td>![ ]</td>
<td>![ ]</td>
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</table>

**Comments:**

- Gee uses words and gestures to communicate her needs. She responds to words and gestures from her mother and teachers.
## Babies III (8-12 months)

<table>
<thead>
<tr>
<th>Cognitive Development</th>
<th>Developing as Expected</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration and Problem Solving: Baby Discoveries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Shows understanding of things in the environment during exploration</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>2 Demonstrates memory</td>
<td></td>
<td>•</td>
</tr>
<tr>
<td>3 Makes expected things happen</td>
<td></td>
<td>•</td>
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</tbody>
</table>

**Comments:**
- Gee searches for a toy when it falls off the table. She goes to the toy chest to find the shapes. She looks at other children playing.
## Babies III (8-12 months)

<table>
<thead>
<tr>
<th>Physical Development</th>
<th>Developing as Expected</th>
<th>Needs Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI Movement and Coordination: Babies in Motion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Changes position and begins to move from place to place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Coordinates eyes with hands while holding and exploring objects</td>
<td></td>
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</tbody>
</table>

### Comments:
- Gee holds a rattle and shakes it. She leans toward the place where she saw a toy car fall off the table. She waves bye bye.
How to Use the Developmental Profiles and Standards

- Review the Observation Record and Family Album.
- Select an Area of Development and review the data related to those indicators.
- Review the Standards for those indicators.
- Rate each indicator. Repeat for each Area of Development.
- Add comments.
Sample Record

Toddlers I Family Album,
Observation Record
Developmental Profile
Kadarro—age 24 months (2 years)
Standards 24 months

Social and Emotional Development

I. Personal Connections: It’s About Trust

1. Seeks the support of familiar adults to try things.

Toddlers depend on having the adults who are important to them in view while they are playing, exploring, and trying new activities. Although their increased mobility allows them to explore more actively and do more things independently, they need to be close to the adults who are important to them so that they can feel secure about moving away. For example, they might:
Standards 24 months
Developing as Expected

- start moving toward the room where the toys are kept but come back to a familiar adult several times before finally entering the room.
- explore the water table while mother is sitting nearby, but stop playing, protest loudly, and follow her when she moves toward the door to leave.
- pull the face of a caregiver toward them when s/he begins to talk to someone else.
- want to eat the food from their caregiver’s plate.
## Standards 24 months
### Developing as Expected

- bring toys to a familiar person and pile them on his/her lap.
- cry when they cannot have their caregiver all to themselves.
- hand a piece of their cookie to a familiar person sitting nearby.
- try the slide at the park after sitting beside their caregiver for a while watching the other children shriek with joy as they slide down.
Standards 24 months
Needs Development

- refuse to try any of the swings or the slide even though they had been begging to go to the park earlier.
- refuse to leave the side of their caregiver or parent, even to play with toys that are clearly interesting to them.
- pull their caregiver along while looking at the books on the bookshelf.
- cry loudly when their caregiver or teacher can’t sit with them at the table.
- keep asking for a drink of water or for something else to keep you from leaving them.
1. It's About Trust

How your toddler shows trust

How does your toddler show that you help her explore and play?

It's a scary world out there sometimes! When your toddler knows that she can see and touch you whenever she needs to, she feels safe. She knows you'll be there. This helps her move away from you to play and explore her surroundings. Your toddler might:

- bring toys over to you and pile them on your lap
- make her way over to where you're sitting, stand there briefly, and then go back to the sand pile
- look to you for a "confidence booster," such as a smile or a wave, before going off to play with her friend in another room

How does your toddler show that your being there helps her play?

He bring me toys that he play with and show me how it works.

When you are there for your child—when she can check in with you—you give her the comfort and confidence to go out into the world.
The Gallery

Paste a photo, draw a picture, or write a sentence or two about being with your toddler.

Kadarro, Jake’la (his sister), me, we have a very special connection. We play together, sleep together, and also eat together. Kadarro is a very helpful son and brother; he helps around the house with everyone. He is always there for his sister, Jake’la. He is a mama boy. He always want his way.
The Gallery

Kenya and Kadarro
1. Personal Connections: It's About Trust

How toddlers show trust

1. How does the toddler show that the presence of familiar adults helps her do things on her own?

   Toddlers need to see the adults who are important to them as they play. Although their increased mobility allows them to be more active and self-reliant, they are easily scared by the new world now open to them. They need trusted adults nearby so they can feel safe.

   The toddler might do one or more of the following:
   • Gain courage—try the slide at the park, but only after sitting beside her caregiver for a while.
   • Stay close—bring toys to an adult and pile them on his or her lap instead of playing in the other room.
   • Try again—come back to where her caregiver is sitting, stand there briefly, and then go back to the sand pile.
   • Show she needs you—go off to explore something while a familiar adult is sitting nearby, but begin to cry when that person moves toward the door.
   • Take a comforting look—glance at a caregiver for reassurance and then go off to play with friends in another room.

   How does this toddler show that the presence of familiar adults helps her do things? (Include dates.)

   12-18 K plays on the loft slide but glances back at me to see if I'm watching him.
   3-20 K plays in housekeeping but walks over to me & touches my hand, then goes back to housekeeping.
   4-13 K helps me flick the light switch for clean-up time & then lays his head on my shoulder.

2. How does the toddler respond to new people?

   Some toddlers are fascinated by new people and things, and others are cautious and unsure. For many, their reactions depend on the kind and the amount of their experiences with new people as well as their support from the adults who care for them.

   The toddler might do one or more of the following:
   • Hold on for support—reach for a caregiver's hand when the salesclerk says Hello.
   • Act afraid—cling to a familiar adult for a long time at a children's gathering before approaching other children.
   • Jump in, yet hold back—rush to open the door but wait until the family member says Hello before greeting the person at the door.
   • Follow a grown-up's lead—pat the kitten sitting in an unfamiliar adult's lap after watching a caregiver do it.
   • Show cautious curiosity—go over to see the man fixing the kitchen sink but not say hi until the parent comes in.

   What does this toddler do around unfamiliar adults? (Include dates.)

   1-22 K cries out when Mom & I leave the room.
   3-20 K plays in housekeeping but runs over to me when a visitor came to our room.
SUMMARY REPORT
Pulling It All Together

1. Describe this toddler.

2. List what this toddler is especially good at.

3. Note anything that seems difficult for this toddler.

4. What more do you want to know about this toddler?

Completed by

Parent Signature ____________________________ Date ____________________________
SETTING GOALS
Putting What You’ve Learned to Work

1. What are some “next steps” for this toddler? What goals do you have for this toddler in the coming months?

2. What are your plans for helping this toddler meet these goals?

Completed by

Parent Signature  Date
Child: Kadarro

Date of birth: June 13, 2002, Age: 24 mos.

Teacher/Home Visitor: G.H.

Assessment completed by: G.H.

Today’s date: June 12, 2004

Comments:

Kadarro has begun to manage his behavior.

Kadarro shows support for peers by giving hugs.

Kadarro’s language skills are showing improvement.

Kadarro has begun to take some initiative in participating in self-help activities.

Parent signature: Kenya

Date: 6-12-04

The Developmental Profiles should be used in conjunction with observations made over time, as documented in the Observation Records and matched to the age-level descriptions in the Standards for the Developmental Profiles.
Variations in How the Elements of The Ounce Scale are Used

- Observation Record Only
- Observation Record and Goal Setting Page
- Family Album Only
- Observation Record and Family Album
- Observation Record, Summary, Family Album
- Observation Record and Developmental Profile
Where is The Ounce Scale Used?

- Home Visit Programs
- Even Start Programs
- Parent Education Programs
- Early Head Start Programs
- Homeless Shelters/Programs

- Public Health Programs
- High School Parent Programs
- Family Involvement Activities
- Individual Grandparents and Parents
Settings

Group Programs
- Each week, select an area of development to focus observation and to encourage caregivers and families to work together.
- The observation record is the documentation of what took place in the program.
- The Family Album is a tool to involve parents in their child’s development, and in the observation and assessment process.

Home Visiting Programs
- The Family Album can become the centerpiece for your child development activities and home visits.
- It is easiest to document your observations in the Observation Record after your visit.
- When you reach the end of an age level, complete the Developmental Profile with the Observation Record and the Family Album.
Using The Ounce Scale Online
Ounce Home Page
Enter Evidence
**Link to Areas of Development**

<table>
<thead>
<tr>
<th>1. Select Children</th>
<th>2. Choose Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddlers I</td>
<td>Social and Emotional Development</td>
</tr>
<tr>
<td>Gower Hayley</td>
<td>✓</td>
</tr>
<tr>
<td>Babies IV</td>
<td>✓</td>
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<tr>
<td>Montero Alex</td>
<td>✓</td>
</tr>
<tr>
<td>Noles Breana</td>
<td>✓</td>
</tr>
</tbody>
</table>

- **Social and Emotional Development**
  - ✓ I Personal Connections: It's About Trust [Guidelines](#)
  - ✓ II Feeling About Self: Learning About Me [Guidelines](#)
  - ✓ III Relationships With Other Children: Child to Child [Guidelines](#)

- **Communication and Language**
  - □ IV Understanding and Communicating: Toddler Talk [Guidelines](#)

- **Cognitive Development**
  - □ V Exploration and Problem Solving: Toddler Discoveries [Guidelines](#)

- **Physical Development**
Generate Reports
In Summary . . .

Benefits of The Ounce Scale

The Ounce Scale helps you

  Connect with children
  Evaluate children’s development
  Set goals and plan activities
  Build relationships
  Empower families
Thanks for attending the webinar!

Questions

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