

Name of Activity: Age Anchoring (Video Example) Activity – Tyler at 12 Months

Preparation Time: 20 minutes

Activity Time: 15 - 20 minutes

Preparation:

1. Download the Tyler video from the ECO website (http://projects.fpg.unc.edu/~eco/pages/training_activities.cfm) or request a copy by contacting the ECO Center (staff@the-eco-center.org).
2. Prior to the training day itself, watch the video to become familiar with Tyler's skills and behaviors.
3. Ensure that a flip chart and markers are available at the training site.
4. Ensure that sound will be available at the training site.
5. Print the "*Immediate Foundational Skills*" handout and copy for each participant.
6. Print information on typical child development at 12 months from the ECO website (http://projects.fpg.unc.edu/~eco/pages/training_resources.cfm#ChildDevelopment) or use an age anchoring tool used by the participants in attendance (i.e. state early learning standards). Have available during the activity.

Activity Instructions:

1. Begin the activity by asking the participants to brainstorm age expected skills and behaviors for 12 month old child in the area of Outcome 1 (positive social relationships). Chart answers on the flip chart under "Outcome 1".
2. Repeat for Outcomes 2 & 3. Note: If participants give answers that are not age expected for a 12 month old child, refer them to the age anchoring tool for clarification.
3. Introduce the video clip and instruct participants to refer to the skills and behaviors on the flip chart while they view the video.
4. Show the video of Tyler.
5. Debrief the video by asking, "Which skills and behaviors from our list did you observe in Tyler?"
6. Refer to the "*Immediate Foundational Skills*" handout. Ask the participants, "Based on the three questions on page one of the handout, would you say that Tyler's development is age expected, immediate foundational or foundational?" Answer: Age expected.
7. Stress the importance of the following in the debrief:
 - The use of age anchoring tools and resources is critical to ensuring that each member of the COS team has an understanding of what age expected child development looks like for the child to be rated. It's not enough to guess or to try to remember without looking at an actual tool.
 - Knowing what skills and behaviors are typical at, just before and just after the age of the child *prior* to observation or meeting with the family can help frame the information gathered during observations and conversations.

- Effectively age anchoring a child's skills and behaviors is critical to the effective use of the COS 7-point scale.

Activity Variations:

- Several different videos may be used in this activity, representing different ages of children as appropriate for the audience. Several video clips are available on the following websites:
 - Colorado Department of Education Results Matter website (http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#top) under the tab, "Clips for Practicing Observation, Documentation and Assessment Skills"
 - Desired Results access Project website (<http://draccess.org/videolibrary/>) under "Practice Clips"

Be sure to follow the permissions for use instructions on the webpage if these videos are used.

- Trainers may opt to use locally developed videos of children in this activity if they are available.
- Consider pairing with a video of a child whose skills are not age expected. To prepare, watch the video selected to be familiar with the child's skills and abilities, and decide if they are immediate foundational or foundational. In the training session, conduct the activity as described above with Tyler and then repeat the process a second time from the beginning with a child of a different age whose skills and behaviors are currently delayed.

