

Summary Information: The Ounce Scale (2003)

Publisher	Pearson Early Learning
Website for information	www.pearsonearlylearning.com or contact Dana Schmidek 888-832-9378 ext. 1763
Cost	\$122.95 for administrator's kit
Age range:	Birth to 42 months
Purpose	"Provides a structure for observing the growth and development of children from birth to three and a half years of age."
Areas included	<p>Social and Emotional Development</p> <ul style="list-style-type: none"> ▪ Personal Connections ▪ Feelings about self ▪ Relationships with other children <p>Communication and Language</p> <ul style="list-style-type: none"> ▪ Understanding and communicating <p>Cognitive Development</p> <ul style="list-style-type: none"> ▪ Exploration and problem solving <p>Physical Development</p> <ul style="list-style-type: none"> ▪ Movement and coordination
Time to administer	Ongoing observation summarized periodically
Scored	Not scored. Only ratings on individual indicators
Age norms	No
Age ranges given for items	Yes

Summary Information (Continued): The Ounce Scale (2003)

How frequently it can be given	2-3 times per year, depending on child age
Standardized tasks	No
Based on observation in natural settings	Yes
Instructions related to parent role	Observations recorded in the family album are used in making ratings on the developmental profile and summary report at the end of each age level
Data provided on reliability	Information not yet available
Data provided on validity	Information not yet available
Web-based data entry	Yes
Electronic scoring	Yes
Other languages	Spanish
Who administers	Center or home-based child care program staff and early interventionists
Training available through the publisher	Yes

The Ounce Scale (2003): Crosswalk to Child Outcomes

Outcome 1: Positive social relationships	Outcome 2: Knowledge and skills	Outcome 3: Action to meet needs
<p>Social and Emotional</p> <p>I. <u>Personal Connections</u></p> <ul style="list-style-type: none"> ▪ Responds to familiar adults ▪ Engages with familiar adults ▪ Shows preference for familiar adults ▪ Relies on the presence of familiar adults to try things ▪ Shows need for familiar adult’s approval ▪ Reflects attitudes and behaviors of familiar adults ▪ Shows awareness of unfamiliar people ▪ Notices and reacts to unfamiliar adults ▪ Shows awareness of unfamiliar adults ▪ Acts cautiously around unfamiliar adults ▪ Shows cautious interest in unfamiliar adults ▪ Shows comfort around new adults <p>II. <u>Feelings about Self</u></p> <ul style="list-style-type: none"> ▪ Expresses feelings (such as comfort and discomfort) ▪ Shows preferences, likes, and dislikes ▪ Expresses own ideas, interests, feelings ▪ Shows emerging sense of self (trying new things on their own) ▪ Shows comfort with independence, competence, feelings 	<p>Communication and Language</p> <p>IV. <u>Understanding and Communicating</u></p> <ul style="list-style-type: none"> ▪ Responds to sights and sounds* ▪ Responds to frequently heard sounds and words* ▪ Shows understanding of gestures and words* ▪ Follows simple directions and suggestions consistently ▪ Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories ▪ Understands requests, directions, concept words, stories, sequence ▪ Uses sounds and movement to communicate* ▪ Uses a variety of sounds and motions to communicate* ▪ Uses consistent sounds, verbal expressions, and gestures to communicate ▪ Uses some words to communicate ▪ Uses a growing number of words, puts several words together ▪ Uses words and some conventions of speech to express thoughts and ideas ▪ Uses conventions of speech while expressing ideas 	<p>Social and Emotional</p> <p>II. <u>Feelings about Self</u></p> <ul style="list-style-type: none"> ▪ Expresses feelings (such as comfort and discomfort) ▪ Shows preferences, likes, and dislikes ▪ Expresses own ideas, interests, feelings ▪ Shows emerging sense of self (trying new things on their own) ▪ Shows comfort with independence, competence, feelings ▪ Shows awareness of social skills when expressing needs and wants ▪ Calms self ▪ Learning to cope with familiar and unfamiliar situations ▪ Tries to manage own behavior in different situations ▪ Growing ability to manage own behavior <p>Physical Development</p> <p>VI. <u>Movement and Coordination</u></p> <ul style="list-style-type: none"> ▪ Gaining control of head and body* ▪ Changes body positions* ▪ Changes position and begins to move from place to place* ▪ Moves from place to place*

**The Ounce Scale (2003):
Crosswalk to Child Outcomes**

<p>Outcome 1: Positive social relationships</p>	<p>Outcome 2: Knowledge and skills</p>	<p>Outcome 3: Action to meet needs</p>
<ul style="list-style-type: none"> ▪ Shows awareness of social skills when expressing needs and wants ▪ Calms self ▪ Learning to cope with familiar and unfamiliar situations ▪ Tries to manage own behavior in different situations ▪ Growing ability to manage own behavior <p>III. <u>Relationships with Other Children</u></p> <ul style="list-style-type: none"> ▪ Shows awareness of other children ▪ Interacts with other children ▪ Watches and plays briefly with other children ▪ Plays beside other children ▪ Shows capacity to play cooperatively with other children ▪ Engages in cooperative play ▪ Begins to show awareness of other children's feelings ▪ Shows awareness of other children's feelings ▪ Responds to other children's feelings ▪ Shows increasing ability to understand the feelings of other children 	<p>Social and Emotional</p> <p>II. <u>Feelings about Self</u></p> <ul style="list-style-type: none"> ▪ Expresses feelings through language and pretend play. <p>Cognitive Development</p> <p>V. <u>Exploration and Problem Solving</u></p> <ul style="list-style-type: none"> ▪ Pays attention to what is happening in the environment ▪ Shows understanding of things in the environment during exploration ▪ Gains new understanding ▪ Explores the environment, learns how things work ▪ Explores new ways to do things, beginning understanding of concepts of color, size, matching, weight ▪ Explores and understands in more detailed and abstract ways ▪ Displays short term memory ▪ Demonstrates memory ▪ Shows increased memory skills ▪ Increasing memory for details and routines ▪ Makes things happen ▪ Makes expected things happen ▪ Uses toys and other objects with purpose ▪ Expects results when playing with toys and other objects 	<ul style="list-style-type: none"> ▪ Shows increasing coordination and balance, and combines actions to participate in play activities ▪ Demonstrates increased body control, combines several movements when participating in play activities ▪ Participates in many play activities and uses new movement skills ▪ Reaches toward things* ▪ Uses both hands with intention and purpose* ▪ Coordinates eyes with hands while holding and exploring objects* ▪ Uses hands to engage in activities* ▪ Uses hands and eyes to accomplish a variety of tasks ▪ Demonstrates eye-hand coordination while manipulating and exploring objects* ▪ Uses fingers, hands, and eyes to engage in a variety of activities* ▪ Uses hands with increasing control and precision for a variety of purposes* ▪ Holds on to things* ▪ Begins to participate in self-help activities ▪ Participates in self-help activities ▪ Accomplishes many self-help activities ▪ Accomplishes new self-help activities

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<p>Communication and Language</p> <p>IV. <u>Understanding and Communicating</u></p> <ul style="list-style-type: none"> ▪ Pays attention to and tries to participate in conversations ▪ Participates in conversations 	<ul style="list-style-type: none"> ▪ Uses reasoning skills and planning ways to make things happen ▪ Begins to understand consequences when re-creating events and following familiar routines ▪ Plans before taking action ▪ Shows ability to figure things out ▪ Thinks about a problem and figures out what to do 	

Note: Children at different age levels are compared to different sets of indicators and standards within the six core areas of development.

*Precursor skills for functional behaviors. These skills may not be appropriate or expected for some children, including those with sensory, motor, or other impairments.