

Appendix

Written Observation

Duration	Observation
12.45	P in sand feeding doll with cup of sand sat in sand pit with another child without interaction or eye contact. P began tipping and pouring sand from spoon to spoon displaying good hand-eye coordination. P looks up and smiles when a nearby adult speaks (adult not speaking directly to P). P picks up plastic bottle and funnel, places funnel in bottle and begins to fill bottle with sand. Another child approaches the sandpit, P looks up at child and then continues to fill bottle with sand without any interaction or change in facial expression. P stands up, shakes the bottle and smiles at nearby adult.
12.49	P jumps out of sand dropping funnel, P then runs and jumps (two footed) to block area of room. P then drops the bottle and picks up trains near an adult, adult speaks to P, P responds with eye contact and smiles (no verbal interaction).
12.50	P moves to where another adult and child are playing with the train track and other trains taking P's trains with her. P begins to build track layout using established pincer grip and good manipulation of pieces. P displays good levels of concentration on this task P stops to observe some other children nearby involved in a noisy game. P's attention returns to the track building and trains. Another child tries to take the trains from P, P snatches train back from other child without expression or verbalisation. Adult responds to screams of protest from other child and hands a different train to the child. P holds the trains close in a tight grip behind back to stop the child taking the trains. The other child perseveres in wanting P's trains prompting adult intervention. Adult tells child "No P had it first". Both child and P move to either end of the track and resume building track and running trains along it. P struggles to get trains to fit together (magnets) and uses eye contact and gestures with trains towards the nearby adult for help joining the trains. P resumes playing with trains. P is momentarily distracted by an adult talking in another area of the room. P places a variety of trains on the track and turning the trains around in an attempt to get the magnets to stick together. (Early problem solving skills and recall of adults' solution to earlier problem). P attempts to move the other child's trains, other child screams, P lets go of trains and continues to play with p's own.
12.54	P picks up trains and moves to toy car garage, running the trains down the ramp. (solitary play) P picks up large ambulance and puts trains into rear of ambulance. P picks up some of the other child's trains to place in the ambulance, other child screams P holds trains behind her back frowning and shaking her head from side to side (no sound or vocalisation). Other child screams prompting adult intervention. P asked to give a train to other child; P gives back train and continues with solitary play. P picks up small world figure and places in driver's seat of ambulance.
12.59	An adult sits nearby with another child and says "hello" to P, P responds with a

13.01	smile and a small giggle. Adult moves away and P continues small world play with figure, ambulance and trains, without expression or sound. P picks trains out of ambulance and moves back to track play(solitary), good manipulation of trains and track, explores magnet connections of trains, problem solves those that will not connect by turning and twisting them testing each angle and retrying.
13.03	P picks up two trains and walks off towards sand pit. P drops trains into sandpit and sits in sand tray with one other child.
13.04	Children in room instructed by adult it was time to tidy up and sit on the carpet. P puts arms around the other child in sand pit and tried to lift child up to move child out of sandpit, P then points indicating for the child to move out of the sand pit. P does this without sound, but gets no response from other child.
13.05	P leaves the sand pit and moves to pop up toy and manipulates buttons to pop figures. P moves when an adult comes near, P observes the other children tidying and moving towards carpet area. . P is directed towards carpet area by an adult. P walks to carpet area and sits on an insect mat in the corner of the area.
13.07	P moves some mats around, sits in corner observing other children. Outside agency visiting session to provide interactive information session with the children. Visitor (V) talks to all children in general. P is sat between a child and an adult.
13.08	P observes V talking with blank expression, V asks question to the group, P continues to observe V without response to the question. P is momentarily distracted by some children raising their hands to answer the question. P keeps concentration on V apart from occasional distraction of a child crying. P plays with the edges of the mat curling the edges in, P watches V brushing a puppet's teeth without expression. Still no change of expression or gesture towards questions asked by V about tooth brushing. Although questions a little above the age range development. Good level of maintained concentration.
13.12	Smaller puppets and giant toothbrushes given out to each child. P waits patiently for P's turn for puppets to be given out, no expression or interaction. P doesn't take puppet off V or remove puppet from floor where V placed it for P. P observes other children and adults interacting with puppets. An adult notices P's lack of involvement and attempts to persuade P to join in, moving the puppets mouth to encourage play, P watches the adult with puppet without change of expression or response and continues to fiddle with rug. V attempts to hand P a toothbrush, P remains expressionless and refuses attempts at V's interaction (dismissive, unresponsive).
13.15	P continues to observe other children playing with puppets and toothbrushes, P touches toothbrush but doesn't pick it up. An adult moves in to take a picture of P with the puppet, P ignores adult (no expression or interaction). P looks at puppet then returns to observing others. The adult demonstrates to P what to do with the toothbrush and puppet, P watches but doesn't attempt to join in. Adult moves away.
13.16	P picks up toothbrush, V comes over to P to demonstrate, P shakes head to indicate no, V places puppet on P's lap, P removes puppet from her left and places it away from them both, making eye contact with V but no other interaction. V swaps puppet with another child's puppet and places new puppet on P's lap. P removes puppet from lap away from them both again without eye contact, sound or gesture. V moves away. P observes other children, picks up toothbrush and throws it away. Toothbrush lands near child on next mat. Other child throws toothbrush back, toothbrush

	thrown back and fore between P and other child five times. P offered puppet and brush by adult sitting next to P, P ignores adult and returns to fiddling with edges of mat. P becomes distracted, fidgets. P begins playing with the area divider, rubs own arms, sits up on a ledge and edges towards gap in divider and wall.
13.19	
13.21	Adult notices and directs P to sit back on the mat; P returns to mat without acknowledging adult and begins observing interactions between other adults and children in the area.
13.23	P begins fidgeting again playing with mat and arms, adult tells P to go and play. P goes directly to sand pit, observes child crying near sand and walks away.
13.24	P hides under climbing frame, says "uh oh", another child joins P under the climbing frame and cuddles P. No reaction from P or reciprocation. P gets up and leaves area.
13.25	P moves to sensory area, picks up a light up toy (lamp with long fronds), P skips away smiling making eye contact with an adult. P moves to observe children and adult role playing in the home corner briefly before walking away.
13.25	P goes to sit at table with an adult and a group of four children. Group is drawing with pencils, quietly. P picks up pencil to begin drawing; P puts down light toy and bends to pick up a pencil on the floor. P bumps head on table when coming back up, adult asks if P is okay, P responds with a smile. P picks up a handful of pencils then slides off chair, adult moves to push P back in and P smiles in response. P picks up light toy and drops pencils, P plays with the ends of the fronds while observing adult and other children still drawing.
13.29	P pushes light on and off using thumb, P studies end of fronds whilst pushing button noting the lights when button is pushed in. P explores all angles of the light toy and all causes and effects. Adult leaves area as do three other children.
13.30	P puts down light toy, gets up from chair and chooses craft tray from art area. Another child picks up light toy and tickles P with fronds of light toy, P responds by giggling and smiling.
13.32	P puts craft tray on table with sticky pads; P places a sticky pad by each chair on the table. P places a sticky pad in front of another child at the table, looking at child but no other attempts at gaining child's attention to give sticky pad. Child does not notice P's attempt. P tries to stick pieces onto sticky pads; P gives some pieces to other child at table. Adult intervenes and shows P to remove cover to reveal sticky side of pads. P continues to move sticky bits from tray onto table. P is occasionally distracted by the adults in the room talking to other children. P shows good fine motor development and manipulation skills.
13.37	P picks up tray and places it on lap; P passes bits to another child without any facial or verbal interaction (no eye contact). P continues to empty tray, puts tray back on table. P begins to place bits back into tray and search for specific items of interest (sequins and star shapes) P makes some vocal noises as if counting? P is now emptying pieces one at a time from tray and much more specific about which items are removed. P removes pieces from a sticky pad another child has left at table. P searches for sequins to place on sticky pad.
13.40	P picks up small world figure laying on table and walks away to place in pram, P picks large doll out of pram and takes doll to rice and pasts tuff spot. P picks up a spoon from the tuff spot then takes doll and sits doll on a chair in the story area. P

returns to rice and pasta. P fills the containers in the tuff spot accurately with rice and pasta using a spoon. Again displaying good fine motor development and control.

P transports rice to sand pit using spoon, P then fills a plate with rice and pasta and transports this to the sand. P uses spoons to scrape rice and pasta into a pile to fill plate and then transports rice and pasta to sand tray. END OF OBSERVATION