

CHILD OBSERVATION

ACTIVITY WITH OBJECTS

Code the activity in which the focus child is engaged, whether or not the FC is actually touching an object during the 5 seconds you observe.

Do NOT count as objects: food, pets, TV, pacifiers, bottles. DO count as objects things in nature: leaves, rocks, etc.

2. Carry/mouth--passively holding or sucking on an object; transporting an object from place to place (includes putting toys away).

3. Manipulate--active manipulation of object, in nonspecific ways. Banging objects together, banging object with hand, spinning wheels of truck, fingering, pulling, kicking over blocks.

4. Functional--manipulating object with actions specific to particular characteristics of the object. Using object exactly the way intended, without experimentation. Crayons to color, insert plastic shapes into shape box, stacks blocks in bins, games with rules. Include reading here. **5. Creative**--goal-directed problem solving or systematic experimentation with object. Ex: building a castle with blocks, balancing a block on a tower. **6. Dramatic**--substitution of an imaginary situation for an object to satisfy his/her personal needs and wishes, incl. make-believe or pretend play. Ex: talk to mommy on pretend phone, cook in toy kitchen, use costumes to be superheros.

FC ACTIVITY WITH PEERS

2. Parallel--FC and peer are playing with the same type of objects and are within 3 feet of each other but have no mutual awareness. Ex: 2 children both playing blocks in same area but not paying attention to each other. Usually observed only in very young children (i.e., under 2 years).

3. Parallel Aware--parallel play accompanied by a social interest as demonstrated by eye gaze and mutual awareness. **4. Simple Social**--FC and peer in social interaction. This is lowest code for interaction with peers. Asking to join a game is simple social interaction.

5. Complementary-Reciprocal--FC and at least one peer engage in social play with a turn-taking structure and/or role reversal. Each child takes a turn at each role, such as when children are working together on a task. Ex: taking turns pointing to pictures in book, taking turns pouring sand into bucket, hide and seek, throw and catch, tickling each other.

6. Social Pretend--FC and peer enact complementary roles within social pretend play, taking on fantasy roles, pretending to someone or something else. Roles do not have to be explicitly named but must be clear from the actions of the children. May include naming roles, assigning roles.

7. Games with Rules--games that follow a set of structured commonly-understood rules, card games, active games. Do not include dramatic role play (which goes under Social Pretend).

If the child is talking to himself, including singing or making noises, code this as 1: none.

FOCUS CHILD OR PEER PROSOCIAL/AGGRESSIVE

Prosocial behavior includes sharing, taking turns, comforting or helping another person, expressing empathy. May be verbal or nonverbal. Does **not** include behavior that is only warm and positive. Does include behavior that reflects the child's understanding the needs, role of another person. Asking to join or showing a peer something is **not** prosocial. Aggressive behavior includes threatening behavior, fighting, hitting, calling names. May be verbal or nonverbal. Does not include statements/behavior that is assertive but not aggressive or threatening. Must be aggressive not just non-social.

ADULT CONTACT WITH FOCUS CHILD

Include only physical/visual contact here, language is coded in the next category.

1. No contact, adult out of room. Out of room, no visual or physical contact with FC.

2. Visual contact, adult out of room. Out of room, visual contact only, no physical.

3. No contact, adult in same room. In room, no physical or visual contact.

4. Visual contact, adult in same room. In room, visual contact only, no physical.

5. Low level physical contact. Adult touches child only for necessary discipline, redirection, physical care.

6. Moderate level physical contact. Adult has warm or helpful physical contact with FC.

7. High level physical contact. Adult hugs or holds, kisses FC, or plays interactively. Any interactive play is coded here.

ADULT LANGUAGE WITH FOCUS CHILD

2. Socializes: includes social niceties, responding yes/no.

3. Teaches: reasons, explains, labels--adult transmits information to teach--labels objects, explains how to do something, states rules for a game. Includes reading. Does not include behavior management.

4. Neutral management, directs, suggests--adult directs or manages FC's behavior in a neutral way. Gives child reasons for doing or not doing something. Includes direct commands, gently phrased suggestions, rhetorical questions.

5. Questions for elab. responses--adult asks questions of FC that call for a thoughtful or original response from the child rather than a simple yes or no. These must be true questions, rather than rhetorical questions or commands disguised as questions.

6. Positive management, praises, encourages--adult directs or manages FC's behavior in a positive way, praises child for approved behavior or accomplishment, encourages child's activity, or expresses liking for or pleasure in the child. Includes soothing.

7. Negative management, punish, threaten--adult handles the FC's problem or misbehavior in a harsh or negative way. Includes negative remarks about the child's activity. Ex: yell, criticize, reprimand, threaten, sarcasm, scold.

Focus Child Use of Language

Child-Focused Observation

Observation 01

Time: ___ __: ___ __ am/pm

Location: Inside/Outside/Field Trip _____

A. FC Activity With Objects		B. FC Activity with Peers		C. FC Use of Language		D. FC Prosocial/Antisocial		E. Peer Prosocial/Anti to FC		F. Adult Contact with FC		G. Adult Language w/ FC	
1	None	1	None; solitary	1	None	1	No prosocial or Antisocial	1	No prosocial or Antisocial	1	Out of room, no contact	1	None
2	Carry/mouth	2	Parallel	2	Pos/Neutral talk to peer(s)	2	Prosocial to peer(s)	2	Prosocial to FC	2	Out of room, visual contact	2	Socialize/converse/sing
3	Manipulate	3	Parallel aware	3	Pos/Neutral talk to adult	3	Prosocial to adult	3	Antisocial to FC	3	In room, no physical or visual contact	3	Teaches: reasons, explains, labels
4	Functional	4	Simple social	4	Pos/Neutral talk to peer(s) & adult	4	Prosocial to peer(s) & adult			4	In room, visual contact, no physical	4	Neutral mgmt: directs, suggests
5	Creative	5	Complementary/reciprocal	5	Neg talk to peer(s)	5	Antisocial to peer(s)			5	In room, low physical	5	Questions for elab. responses
6	Dramatic	6	Social pretend	6	Neg talk to adult	6	Antisocial to adult			6	In room, moderate physical (N=neg)	6	Positive mgmt: praise, reward
		7	Games with rules	7	Neg talk to peer(s) & adult	7	Antisocial to peer(s) & adult			7	In room, high physical	7	Neg mgmt: punish, threaten

Observation Intervals

1		1		1		1		1		1		1	
2		2		2		2		2		2		2	
3		3		3		3		3		3		3	
4		4		4		4		4		4		4	
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