DEPARTMENT OF HOME MANAGEMENT
AND CHILD DEVELOPMENT
Michigan State University
East Lansing, Michigan

DEVELOPMENT OF A STUDENTS' LABORATORY MANUAL FOR OBSERVATION OF YOUNG CHILDREN and other Aspects of Teaching a Course in Child Development

by

Bernadette M. Randall

A PROBLEM

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Home Management and Child Development

1965

THESIS

ACKNOWLEDGMENTS

Worthwhile accomplishments are seldom made without the help of many people. It is the author's privilege to acknowledge those who have made this work possible:

Dr. Bernice Borgman not only directed the work but has been a source of encouragement and counsel. Her patience and the unstinting contribution of her time all are gratefully acknowledged.

Appreciation is also expressed to Dr. Martha Dale, Dr. Alice Thorpe, and Dr. Loraine Shepard who served as committee members and helped formulate various phases of this study.

Carolyn Green and Meredith Mead, fellow graduate students, made many helpful suggestions and assisted in carrying out some of the details of this problem.

Thanks is expressed to the 230 students enrolled in HMC 362 during the 1964-65 academic year who completed the questionnaires which helped in the revision of the materials.

An important source of encouragement during this study has been my husband, Charles. His patience, helpfulness, and understanding have been greatly appreciated.

ACKNOWLEDGMENT OF THE AUTHOR

The major professor who directed this problem wishes to acknowledge the significant contribution that Bernadette Randall made to the development of "The Manual for Child Study" (Appendix G). She devised questionnaires for students' evaluation of observation directions used each term, summarized results and worked closely with the instructor in charge of the course in making revisions at the close of each term. She and the director of the problem, who was also the instructor for the course, contributed more than the usual amount of time and effort in this part of the problem because the development of the Manual was a goal which exceeded that of a meaningful experience for the graduate student. The ultimate goal was a teaching device which would improve the observation experience of future students taking the child development course.

TABLE OF CONTENTS

Table of Contents

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

Child development as a field of study is concerned with the total growth of the child: the physical, intellectual, social, and emotional aspects of growth. Breckenridge and Vincent say, "What we know about children and their families and what we hope for, for children and for ourselves in association with them, and why, is a fascinating field of study."[1] Since the family is the point of relevance for all phases of study in home economics, a basic course in child development usually is included in the undergraduate curriculum of home economics majors as well as others who expect to live and/or work with small children.

Circumstances and preferences no doubt will find the author teaching a basic course in child development and in view of this it seemed advantageous to gain some supervised experience in organizing and teaching such a course. Usually a master's program is planned to include courses which give the student a comprehensive knowledge of the subject matter in the major and in related fields but attention is not always given to teaching methods applicable to the basic subject matter in the major area of interest. For a person who anticipates becoming a college teacher an important part of his training should

---

[1]Marian E. Breckenridge and Margaret Nesbitt Murphy, Growth and Development of the Young Child (7th ed.; Philadelphia: W. B. Saunders Co., 1964), p. 2.

be related to the process of educating the undergraduate college student. His program would be enriched by inclusion of direct training and experience under supervision in teaching a basic course in his major field.

One of the important aspects of child study is the observation of children and this is included in several courses for the child development major. It has become apparent that beginning students of child development need guidelines to direct their observations of children. Thus one of the important aspects of a child study course is the development of suitable directions to help students become more perceptive observers.

Purposes of This Problem

The purposes of this problem were: (1) for the author to have experience with many aspects of teaching a basic child development course and (2) to develop an observation manual for students to use while observing young children.

The first objective was for the author to have experience with many aspects of teaching a basic child development course. For this part of the study the author was to: Examine the preliminary steps in planning such a course; examine the organization of the course; present selected areas of the course to students through conducting several discussion sessions and some lectures; have experience in preparing examination questions; and to gain experience in evaluating the students' observation ability by judging the quality of their written and oral observation reports.

The second objective was to develop an observation manual for students to use in their observations of children. For this

part of the study the author was to: Review literature on observing young children; prepare a short preface on "Why Observe Children"; devise questionnaires covering the observation material given to the students each term; administer the questionnaires at the end of each term and summarize results; revise the materials to be given to the students the succeeding term; and thus develop an observation manual to aid future students in their observations of infants, pre-schoolers, and school-age children.

Assumptions

It was assumed that participation in the organization and presentation of a course in child development would improve the ability of the graduate student to teach a child development course at the college level.

It was assumed that observation of children is an important part of studying children.

It was assumed that developing ways and means to help the student improve his ability to observe is an essential part of teaching a basic course in child development.

CHAPTER II

REVIEW OF LITERATURE

Preparation of College Teachers

Brown and Thornton say, "Additional qualities must be developed before the man who has learned thoroughly becomes the man who can teach competently."[2] Besides having a thorough knowledge of his discipline the teacher needs to know how to effectively prepare for each class period and needs to be able to present his lectures in a clear and coherent manner.

One might ask how these qualities can be developed. The same authors tell us

> Since the testimony of college presidents and of college freshman indicates that present programs of preparation frequently fail to produce acceptable competence in college teaching, several plans are suggested for improved training. Among these are separate doctorates for the teacher and for the researcher in each discipline; a revitalization of the master's degree as a teaching degree; the establishment of an intermediate degree based on two years of graduate study; or a conscious effort to plan that all doctoral candidates undergo a meaningful and supervised experience in teaching, instead of the more haphazard teaching assistantships that are now available only to a fraction of all future college teachers.[3]

If it is recommended that a doctoral candidate have supervised experience in teaching, surely the same could be said about a master's

---

[2]James W. Brown and James W. Thornton, Jr., College Teaching: Perspectives and Guidelines (New York: McGraw-Hill Book Company, Inc., 1963), p. 35.

[3]Ibid., p. 36.

candidate.

Buxton tells us, "The first objective of liberal education is to provide the students with methods and skills useful in confronting not only the disciplines he encounters in college but also the circumstances and activities he encounters upon leaving college."[4] According to this objective one of the things a student's education should do for him, if he desires to become a college teacher, is to provide him with methods and skills which would be useful in his later profession.

Importance of Observing Children

First of all one might ask what are ways to understand young children that can be used to supplement one's reading of the literature? Can we learn more about children by asking them to explain themselves, by giving them personality tests or intelligence tests, or by careful accurate observations? Because young children have not developed adequate means of verbal self-expression Cohen and Stern say the best way to understand young children is "the careful gathering of evidence via the on-the-spot record."[5] According to Carbonara, "Children's behavior has been referred to as the 'unspoken language of children,' and it is this that we all try to tune in on."[6]

Direct observation of children then is an important part of studying child growth and development. Suchman states

---

[4]Claude E. Buxton, College Teaching: A Psychologist's View (New York: Harcourt, Brace, and Co., Inc., 1965), p. 46.

[5]Dorothy H. Cohen and Virginia Stern, Observing and Recording the Behavior of Young Children (New York: Bureau of Publications Teachers College, Columbia University, 1958), p. 1.

[6]Nancy Trevorrow Carbonara, Techniques for Observing Normal Child Behavior (Pittsburgh: University of Pittsburgh Press, 1961), p. 3.

> Studying child development without observing children makes about as much sense as studying astronomy without looking at the sky - particularly since children, like stars, are so numerous and readily available for observation if one looks in the right place at the right time.[7]

Hawkes and Pease say "the primary purpose of observation is to learn more about the behavior of children."[8] This leads one to ask, what can one learn about children by observing them?

The following are some of the things careful observations will help a person to understand more clearly:

1. Observations form a basis for theory. Observations will help a person to realize that theory is based on behavioral evidence. Suchman tells us, "The student can never completely understand the concepts, principles, and norms of child growth and behavior until he has 'discovered' at least some of them for himself."[9] By being able to observe the behavior of children a person is better able to understand the theories which he reads.
2. Observations show uniqueness of children. Observations help a person realize the uniqueness of each child. According to Pease and Pattison, "Observations of children offer many possibilities for learning - not only discovering causes of behavior but also accepting individual variation

---

[7]J. Richard Suchman, Observation and Analysis in Child Development (New York: Harcourt, Brace, and Co., Inc., 1959), p. iv.

[8]Glen R. Hawkes and Damaris Pease, Behavior and Development from 5 to 12 (New York: Harpers and Brothers, 1962), p. 310.

[9]Suchman, op cit., p. iv.

in growth."[10] An observer can see how children differ from one another and from accepted norms and can observe the characteristics which are unique to each child. In fact, Almy says that one of the goals of the keen observer is "to see how youngsters differ from one another, to discern the characteristics which are uniquely theirs."[11] Christianson, et al, say one also needs to "discover the child as a total personality, to know him in terms of himself, rather than to compare him with other children."[12]

3. Observations show particular needs and capabilities. Because each child is unique his needs and capabilities are unique. By our observations of individual children we can gain valuable insights into the needs and capabilities of each child. The young child speaks with his entire body. According to Almy, "Observation, together with one's knowledge of child development, can provide the teacher with hunches as to how learning may be facilitated and what kinds of learning may be most important for a particular child at a particular time."[13]

4. Observations give clues for understanding human behavior.

---

[10]Damaris Pease and Mattie Pattison, "Observation: A Method of Learning about Children," Journal of Home Economics, 48 (December, 1956), 755.

[11]Millie Almy, Ways of Studying Children: A Manual for Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1959), p. 50.

[12]Helen M. Christianson, Mary M. Rogers, and Blanche A. Ludlum, The Nursery School (Boston: Houghton Mifflin Co., 1961), p. 119.

[13]Almy, op cit., pp. 26 and 27.

Interpretation of children's behavior gives clues to understanding ourselves and others. Pease and Pattison say

> Relationships with other people depend in part upon ability to observe behavior that will help one person understand the meaning of another's actions. This ability is not easily developed because any single act may have one or more causes. Understanding another's behavior depends upon objective observation of significant behavior and interpretation of observed behavior in an effort to identify possible causes.... Because a child reveals the way he feels about the people and things in his environment we may learn how to interpret his behavior through observation.[14]

Generalizations and principles derived from observing children may then be applied in attempting to understand the more complex behavior and more subtle expressions of adults.

Procedures of Observing

Before a person can make an observation of children he needs to know how to conduct himself as an observer. Listed below are some cues from various authors:

1. The observer needs to remain inconspicuous.[15, 16, 17]
2. The value of an observation depends largely on its accuracy.[18]
3. The observer must overcome his biases.[19]

---

[14] Pease and Pattison, op cit., p. 755.

[15] E. M. Dowlay, "Cues for Observing Children's Behavior," Childhood Education, 30 (November, 1953) 113.

[16] Hawkes and Pease, op cit., p. 310.

[17] Pease and Pattison, op cit., p. 756.

[18] Dowlay, op cit., p. 113.

[19] Ibid., p. 114.

4. The observer needs to distinguish between fact and his interpretation.[20]

5. The observer needs to be precise in writing what a child did.[21]

6. The observer needs to treat his records confidentially.[22, 23]

Are there several different but satisfactory methods of recording behavior? Below are listed six methods described by Herbert F. Wright of the University of Kansas:

1. Diary Description: "Notations are made from day to day of what happens when development proceeds, and episodes that illustrate various behavioral processes are narratively described." Continuity of behavior over a period of time can be shown by this method.

2. Specimen Description: "This method begins with the scheduled and continuous observing and narrative recording of a behavioral sequence under chosen conditions of time and life setting. A child to observe and a time and particular place in which to observe are selected to suit special interests." The observer aims to make a record of everything as it comes in the behavior and situation of the child. This method is similar to the diary method, but does not select nor span developmental changes in behavior.

---

[20] D. Bruce Gardner, Development in Early Childhood: The Preschool Years (New York: Harper and Row, 1964), p. 37.

[21] Ibid., p. 36.

[22] Ibid., p. 42.

[23] Cohen and Stern., op cit., p. 8.

But specimen descriptions do provide lasting specimens of the behavior and immediate situations of children in particular settings.

3. Time Sampling: Behavior is observed with a uniform and short time interval. "The length, spacing, and number of intervals are intended to secure representative time samples of the target phenomena." Time sampling methods have been used to gather information on phenomena such as thumbsucking in infants, nervous habits, child interaction with peers and adults, etc.

4. Event Sampling: The person begins with a plan to study integral behavioral events of a given class and records only certain events. For instance the recorder might observe quarrels of preschool children during the free-play hour of a nursery school during the winter months.

5. Field Unit Analysis: This method has two phases. "1) A behavior sequence is divided into consecutive units in the field on the basis of explicit rules. 2) Descriptive categories are applied to the phenomena of each unit....The record for each observation period consists solely in the time notations and a series of participial phrases that identify different episodes and show their structural relations: of sequential position and, at times, of overlapping." This method is comparatively new. It could be used to narratively record different kinds of social action as they occur in behavior of the child and of every associate during a

particular time period.

6. Trait Rating: For this method the observer observes the child for perhaps a single occasion but most likely for several occasions over a period of weeks or months. The observer uses scales to "sum up what he has seen in a series of trait ratings." These ratings "have been used almost invariably for normative or idiographic study of the child," but they have also been used to "compare effects upon behavior of different settings or conditions of life."[24]

---

[24]Paul M. Mussen, (ed.,) Handbook of Research Methods in Child Development (New York: John Wiley and Sons, 1960), pp. 79-117.

CHAPTER III

PROCEDURE

For the purpose of this problem the author worked with the professor teaching a basic course in child development, the course entitled, "Child Study" (HMC 362). This course is taught in the department of Home Management and Child Development, College of Home Economics, Michigan State University. Usually it is taken by junior or advanced sophomore students. Prerequisites include elementary courses in biological science and social science. The course is required of all students majoring in child development, in home economics education, and in nursing. It is also elected by some students in other fields such as elementary education, special education and others. Thus there is a wide variety of backgrounds represented by the students in the class.

We shall consider first the procedures followed in examining the entire child study course (HMC 362) and, secondly, concentrate on the procedures used in developing the observation manual.

Planning, Presentation, and Evaluation

The procedures in the planning and operation of HMC 362 may be conveniently divided into two phases.

Preliminary planning

The preliminary planning consisted of examining four processes.

1. Objectives were examined. The objectives for the course

in terms of expected competences for students were:

a) Understanding of the basic principles of human growth and development

b) Understanding of the usual levels of development that may be expected at various stages in all areas - physical, motor, intellectual, social and emotional - and the interrelatedness of those areas

c) Awareness of individual differences within a range of anticipated development

d) An appreciation of time needed for individuals to grow toward ultimate goals

e) Awareness that effective guidance of children at any stage of development is based upon understanding children's needs and capabilities at the time

f) Understanding of how to meet, especially in the informal setting of the home, a child's growth needs

g) Ability to use observation as a method of studying human development; i.e., to observe keenly, to record accurately what is observed, to report data in a meaningful way and to relate what is learned from observation to what is found in the literature

2. Content was examined. The objectives were reflected in the course content. The content consisted of the following areas of study: Prenatal growth; the status of the newborn; physical-motor, intellectual, social, and emotional development through the periods of infancy, preschool years, school years and adolescence. (See pages 4-7 of the Manual in

Appendix G)

3. Resources for study were examined. The resources for study included reading in the areas of growth and development in each of the stages of growth: prenatal, newborn, infancy, preschool years, early school years and adolescence; class lectures in corresponding areas; nine observations of children: one of the newborn, two of infants, five of preschoolers, and one of a school-age child; together with samples of recording during observations and an example of a written report; and group discussions of observations.
4. Schedule of classes was examined. With the course objectives in mind and resources for attaining them determined, a schedule of classes was developed within the calender of the university term. A sample of a class schedule (Fall Term, 1964) is presented in Appendix A.

Instructional operations

The actual instruction was carried out by four different means. A representative number of each type of method was participated in by the author.

1. Lectures. The lectures provided the theoretical framework for the course. The lectures were presented by the faculty member in charge of the course. These sessions were primarily a presentation of material by the instructor with response from the class limited by the large class enrollment. The author visited the lectures Fall Term, 1964.

   To gain a deeper insight into the way in which the lectures were organized and presented, the author presented

two lectures Spring Term 1965. These were on the topics of intellectual development of the preschool child and the social development of the preschool child. The author prepared outlines covering these topics. These were evaluated by the regular instructor, after which the lectures were given. The lecture was evaluated immediately following its presentation, so that suggestions made by the instructor could be incorporated into the following lecture.

2. Discussion groups. For discussion of observations, the class was divided into groups of approximately 20 students. Each group was led by an instructor in discussions of some of the observation assignments (Schedule, Appendix A). Fall Term 1964, the author visited the series of discussion sessions held for one group. During Winter and Spring Terms, 1965, a discussion group was under the direction of the author for a total of three discussion sessions each term. This provided the author a chance to become aware of the problems which the students had found in understanding the observation assignments and observing some types of behavior asked for.

3. Observations. Included were observations of infants in class and in their homes, of children in the MSU laboratory preschools, and one of school-age children preferably in an informal situation. The observations were intended to provide the students with the opportunity to become perceptive observers and to supplement their other sources of information on young children.

Some guidelines for the students' observations had been developed over the course of several years. However, these guidelines were not sufficiently explicit as increasing enrollment in the course lessened the opportunity for verbal directions from the teacher to individual students. Therefore particular attention was given during the past year in helping the student gain more from this aspect of the course through more explicit instructions and improved reporting methods. For this purpose an observation manual was developed and will be discussed in great detail later in this report.

4. Student responses. Various methods were used not only to ascertain the knowledge which the student had, but to provide him with a learning experience and reinforce his knowledge gained by the means mentioned above. The three different methods used were:

   a) Written reports of observations. The students turned in four written reports. These included one on infant development, and three on preschool development, namely, intellectual development, emotional development, and eating behavior. To become better acquainted with this response means the author read and graded several of each of the four different types of reports during Winter and Spring Terms, 1965.

   b) Oral reports of observations. Another way for the students to respond was through their oral observation reports given during the discussion periods. As

mentioned above, the author was in charge of two different groups of students, one each term which resulted in a familiarity by the author with this response method.

c) Examinations. There were two one-hour objective examinations during the term in addition to the two-hour final examination. The first one-hour examination covered the prenatal period, newborn, and infancy; the second one-hour examination covered the preschool period; and the final two-hour examination covered some basic concepts of the above listed areas plus the period of school age and adolescence. Winter term the author helped in the revision of the second one-hour examination, the one on the preschool period.

Thus the author was able to gain some awareness of the effectiveness of the various instructional methods employed in this course by actual participation in them. The area of observation received particular attention and a detailed report of the procedure followed in the development of the observation manual is given below.

Development of an Observation Manual

At the beginning of Fall Term, 1964, the 55 students enrolled in HMC 362 were given essentially the same information as used during the 1963-64 terms. This included general directions for observing, recording and reporting observations plus condensed outlines for use during observations of the newborn; the infant; the preschool child in the areas of physical-motor development, eating behavior, intellectual development, social behavior and emotional behavior; and the school age child

(Appendix A).

First revision

To determine the helpfulness of this material to the students, two questionnaires were given at the end of fall term to the students enrolled in HMC 362. Questionnaire I (Appendix B) was concerned with the general directions for observing, recording and reporting given to students. Questionnaire II (Appendix C) was concerned with the clarity and extent of the various observation assignments. The students in the class were divided into three groups, each group to fill out one questionnaire, in an attempt to secure fuller cooperation from the students by minimizing the time spent by them in completing the questionnaire.

Questionnaire I was given to one group of 26 students and Questionnaire II was given to two groups of 12 students each. One group, II A, was requested to answer Questionnaire II considering four of the eight different observations - newborn development, physical-motor development of preschool children, emotional behavior of preschool children, and eating behavior of preschool children. The other group, Group II B, was requested to respond to Questionnaire II as it pertained to the other four observations - infant development, intellectual development of preschool children, social behavior of preschool children, and the observation of school-age children. The students were asked to complete the questionnaires outside of class and return them the following class meeting.

The responses to the two questionnaires were summarized and examined by the instructor in charge of the course and the author. The responses given by the students were considered when the general

directions for observing, recording and reporting and the condensed outlines were revised. In addition, report forms (Appendix D) were prepared at this time for the students to use when writing their observation reports for the infant, intellectual, emotional, and eating observations.

Second revision

This revised material and report forms were used by the 133 students who were enrolled in HMC 362 Winter Term, 1965. Again at the end of the term in a manner similar to fall term two questionnaires were given to three groups of students. Questionnaire III was concerned with the general directions for observing, recording and reporting given to the students and was identical with Questionnaire I used fall term (Appendix B). Questionnaire IV (Appendix E) was concerned with the extent, organization and clarity of the observation assignments and the functionalism of the forms used for reporting.

Questionnaire III was given to one group of 42 students and Questionnaire IV was given to two groups of 38 and 42 students each. One group, IV A, which consisted of 38 students, was requested to answer Questionnaire IV considering four of the eight observations - newborn development, physical-motor development of preschool children, emotional behavior of preschool children, and eating behavior of preschool children. The other group, Group IV B, which consisted of 42 students, was requested to respond to Questionnaire IV as it pertained to the other four observations - infant development, intellectual development of preschool children, social behavior of preschool children, and the observation on school-age children. The students were asked to complete the questionnaires outside of class and return them

the following class meeting.

The responses to the two questionnaires were summarized and examined by the instructor in charge of the course and the author. The responses given by the students were considered as the general directions for observing, recording and reporting, the condensed outlines, and the report forms were again revised.

Third revision

This second revision of material was then used during the Spring Term, 1965, by 104 students enrolled in HMC 362 that term. During the term a preface for the anticipated manual had been prepared. It was entitled "Why Make Observations and Record the Behavior of Children." This was presented to the students enrolled in HMC 362 Spring Term. (See pp. 10 and 11 of "Manual for Child Study," Appendix G.) Near the end of the term the students were given a multiple choice type of questionnaire, Questionnaire V (Appendix F), which was divided into five main parts: Helpfulness of General Directions, Clarity of Observation Outlines, Helpfulness of Report Forms, Purposes of Observation, and Extent of Directions and Assignments.

About 30 minutes were allowed in class for the students to fill out the questionnaire. The students were given the following directions on the overhead projector.

> Fill out the information on the cover sheet of the questionnaire. You do not need to put your name on either the questionnaire or answer sheet.
> Use a standard pencil in recording your responses on the answer sheet. Using the answer sheet, blacken the space next to the number which most nearly indicates your response to the component being considered. There are no "right" or "wrong" answers.
> Do not put your responses on the questionnaire except for the additional comment at the end of the questionnaire.
> When you are finished, put the answer sheet inside the questionnaire.

An item analysis of the student responses to the questionnaire was made.

The results of the item analysis were helpful in yet another revision of the general directions for observing, recording and reporting, the condensed outlines, and the report forms. This revised material is presented in temporary form in a manual entitled "A Manual for Child Study" (Appendix G) and will be used by the students enrolled in HMC 362 during the 1965-66 academic year.

Following another year's experience with the material another revision is planned, after which it is anticipated that the manual will be published in final form.

CHAPTER IV

RESULTS

Experience with Several Aspects of Teaching a Basic Course in Child Development

Due to the subjective nature of the results of the portion of the problem designed to give the author experience in many aspects of teaching a basic child development course these may best be given in a descriptive manner.

The experience gained by the author in examining the preliminary planning of a course led her: to realize the importance of defining the objectives of a course and then planning the course content to meet these objectives; to become aware of the many different resources for study available to the student, i.e., readings on the topics, class lectures, observations of children, examples of on-the-spot recording and written reports, and group discussions; and to realize the importance of preparing a schedule of classes so that all areas of the course content could be presented to the students through lectures and/or discussion periods.

Participation in the instructional operations of a basic course in child development gave the author first-hand experience in: Preparing and presenting topics to the students through class lectures and group discussions; making several observations of preschool children in the MSU nursery schools; judging the quality of students' oral and written reports; preparing some examination questions for a one-hour examination

covering the preschool period; and in helping to prepare a manual for students to use in their observation of children.

Development of an Observation Manual

The portion of this problem dealing with the preparation of the observation manual had areas in which results were more objective. It was possible to trace the improvement in the observation directions and assignments given the students by means of the students' responses to the questionnaires at the end of each term.

The student responses to each of the three sets of questionnaires given during the academic year 1964-65 were examined shortly after the students completed each questionnaire. These responses, along with the judgment of the instructor and the author, were considered when the material given to the students was revised for the following term. The final result of the revisions is presented in "A Manual for Child Study" which is included in Appendix G.

Students' responses to the questionnaires, Fall Term, 1965

Fall term the students were given two questionnaires. Questionnaire I (Appendix B) was concerned with the general directions for observing, recording and reporting given to the students. Questionnaire II (Appendix C) was concerned with the clarity and extent of the various observation assignments.

Students' responses to Questionnaire I

Questionnaire I had been given to 26 students; 22 of which completed the questionnaire.

The responses to Question 1, "If you were giving information to

a friend who was just beginning this class, would you give more information, the same amount of information, or less information than was given to you on the following items?", of this questionnaire are given in Table I below.

TABLE I

STUDENT RESPONSES TO QUESTION 1 OF QUESTIONNAIRE I, FALL TERM

Item	Percentage of Responses, per Item		
	More Info.	Same Info.	Less Info.
A. Information on how to conduct yourself as an observer	13.6	86.4	0.0
B. Information given on how to record information during the observation	18.2	81.8	0.0
C. Information given on what to record during the observation	36.4	59.1	4.5
D. Information on giving oral reports	18.2	81.8	0.0
E. Information given on how to organize and write reports	45.5	54.5	0.0

As can be seen from Table I the largest percentage of the responses (45.5%) indicated that directions on "Organizing and Writing Reports" needed additional information. The percentage of the responses (36.4%) indicated a desire for more information on "What to record during the observation."

The responses to Question 2, "What additional information would

you have given?" may be summarized as follows: Emphasize being inconspicuous while observing; advise getting detailed data on the spot and organizing it later; give more specific directions of what to look for and examples of such behavior; explain presenting oral reports and some criteria for judging the adequacy of the presentation; and give more help in organization of written reports and delineation of how much detail to report. Examples of responses given by the students were "Show possible behavior that would cover parts in the observation that are not readily observed" and "Indicate that detail is wanted when writing reports."

There was only one response to Question 3, "What information would you omit?" and that response did not pertain to the general directions but was a response regarding the length of the observation assignments.

Question 4 had two sections. First the students were asked if they would like to have the form of the directions changed, and if so, they were asked how they wanted it changed. Only three students said they wanted the form changed and their responses indicated a desire for more detailed instruction on report writing.

The responses to Question 5, additional comments pertaining to the directions for observing, indicated a desire for information on ages of children in nursery school groups, examples of behavior and greater specificity of the general directions. An example of the responses given by the students to Question 5 is "It would be helpful to have the age range of each nursery school group available."

All of the responses made by the students on Questionnaire I were considered when the general directions for observing, recording and

reporting were revised for use during winter term. In the revision particular emphasis was placed on how to organize and write reports and on what to record during the observations, the areas in which students had indicated the greatest need for more information.

Students' responses to Questionnaire II

Questionnaire II had been given to two groups of 12 students each. Ten were returned from Group II A and eight from Group II B.

The responses to Questionnaire II Part I were somewhat difficult to summarize in the form of an easily comprehended table since each response was a written phrase, sentence, or paragraph. The author attempted, however, to summarize these responses by the following scheme. First calculated was the average number of suggestions for improvement per respondent per assignment. This number may be taken to indicate the average effectiveness for all of the observation assignments.

A slight problem arose in doing this since Questionnaire II was given to two groups of students, with one group asked to respond to the questionnaire with a particular list of one half of the assignments in mind while the other group replied with the other half of the assignments in mind. Thus in a hypothetical case in which each group consisted of 10 students, although the questionnaire would be given to 20 students, there would be only the equivalent of 10 responses to the questionnaire applied to all eight assignments. The complication arises because the number of questionnaires returned by both groups is not the same. By multiplying the number of responses in each category from the smaller group by the ratio of the size of the larger group to the size of the smaller group, this difference in group size is corrected for. For

example, Group B had eight people in it. The number of confusing statements on the infant assignment indicated by Group II B was five. Normalizing this number to a group size of 10 (the size of Group A) gives a result of 6.25 responses. The remainder of the results from the smaller group were normalized in a similar fashion. Using these normalized numbers, the total number of suggestions for a group of 20 (equivalent to 10 responses to all eight assignments) is calculated to be 57.75. Thus the average number of suggestions per respondent per assignment is .72.

An attempt was made to give a slightly more detailed view of the results from the questionnaire by breaking down total responses according to assignment and type of suggestion (items which were confusing, items to omit, and items to add). The breakdown is presented by means of percentages of the total responses (normalized) according to each type of suggestion for each observation assignment. This is presented in Table II on page 28.

As can be seen from Table II, the large percentages of responses concerning confusing statements applied to the infant, mental, emotional, and eating observations indicated the students found these assignments the least clear. On the questionnaire the students were asked to write down which statements were confusing and then state how they would clarify each statement. They were also asked to formulate items they thought should be added and indicate which items they thought should be omitted. Their comments are summarized below.

<u>Clarity</u>. - The students felt that the assignments would be more clear if: Directions were more specific, some of the terminology

TABLE II

STUDENT RESPONSES (IN PERCENTAGE OF TOTAL RESPONSES*) TO QUESTIONNAIRE II, PART I
FALL TERM

Observation Assignment	Confusing Statements	Items to Be Added	Items to Be Omitted	Items per Assignment
Newborn	1.7	0.0	0.0	1.7
Infant	10.8	0.0	8.6	19.4
Physical-Motor	1.7	0.0	3.5	5.2
Intellectual	13.1	0.0	8.6	21.7
Social	2.2	2.2	4.3	8.7
Emotional	10.4	3.5	3.5	17.4
Eating	12.1	0.0	5.2	17.3
School-age	4.3	4.3	0.0	8.6

*The total of comments on all eight observation assignments.

used were clarified and if examples were given to illustrate what the students were to look for.

Additions. - Some students felt that the assignments should include more types of interaction among children and between children and parents.

Omissions. - The students felt that specific items not understood well by them should be omitted, as well as items in general to make the assignment shorter.

Questionnaire II, Part II asked the students to indicate whether or not they considered the form of the observation outlines such that it led to meaningful organization of data in making reports. If not, how would they like to have the outlines changed. Eighty-three percent of the students replied affirmatively to the first question. Changes listed by the remaining 17% were in the direction of more topical outlines. The students were then asked if they had any other comments regarding the organization of data. Of the comments made regarding organization of data, 43% endorsed the form of outlines as they were, 57% mentioned inadequacies.

All of the students' responses to Questionnaire II, were considered when the eight observation assignments were revised. In the revision particular emphasis was placed on the infant, intellectual, emotional, and eating observation assignments, the assignments which the students had found most lacking in clarity.

Student responses to the questionnaires,
Winter Term, 1965, after first revision

The questionnaire procedure used winter term was very similar to that used fall term. Again the students were given two separate

questionnaires. Questionnaire III (Appendix B) was concerned with the observation directions given to the students and was identical with Questionnaire I given fall term. Questionnaire IV (Appendix E) was very similar to Questionnaire II used fall term and was concerned with the extent, organization and clarity of the observation assignments and with additional questions concerning the functionalism of the report forms introduced winter term.

Students' responses to Questionnaire III

Questionnaire III was given to 42 students; 37 of which completed the questionnaire.

The responses to Question 1, "If you were giving information to a friend who was just beginning this class, would you give more information, the same amount of information, or less information than was given to you on the following items?" of this questionnaire are given in Table III on page 31.

As can be seen from Table III the students indicated that "What to record during the observation" and on "How to give oral reports" especially needed additional information. Compared with the results of the same questionnaire given to students fall term 1964 (Table I page 24) one finds the percentage of responses which indicated that the directions on what to record during the observation needed additional information fell from 36.4% fall term to 24.3% winter term. The large percentage of responses which indicated that the directions on how to organize and write reports needed additional information fell from 45.5% fall term to 13.5% winter term. However, in the responses winter term, one finds some increase of students thinking more information should be given on oral reports, up from 18.2% of fall term responses to 24.3% of

winter term responses.

TABLE III

STUDENT RESPONSES TO QUESTION 1 OF QUESTIONNAIRE III, WINTER TERM, AFTER FIRST REVISION

Item	Percentage of Responses per Item		
	More Info.	Same Info.	Less Info.
A. Information on how to conduct yourself as an observer	8.1	89.2	2.7
B. Information given on how to record information during the observation	8.1	86.5	5.4
C. Information given on what to record during the observation	24.3	73.0	2.7
D. Information on giving oral reports	24.3	73.0	2.7
E. Information given on how to organize and write reports	13.5	78.4	8.1

The responses to Question 2, "What additional information would you have given?" may be summarized as follows: Emphasize being considerate of others while observing, knowing very well the observation assignment and remembering the mechanics of writing; explain more specifically what to look for and examples of behavior, how oral reports are to be presented and the criteria used in judging the adequacy of the presentation. Examples of responses given by the students were "I would suggest there be an emphasis placed on knowing basically what the outline asks for before going to observe" and "Explain more clearly

that oral reports are done through contributions to group discussion."

Winter term five responses were given to Question 3, "What information would you omit?" Here the students felt in some instances that information was given to them in too much detail.

Question 4 had two sections. First the students were asked if they would like to have the form of the directions changed, and if they wanted the form changed, they were asked how they wanted it changed. Only one student said she wanted the form changed and she suggested the use of more capital letters and underlining to set off the beginning of the different parts in the general directions for observing, recording and reporting.

The responses to Question 5, additional comments concerning the general directions for observing may be summarized as follows: Give alternate procedures to follow when one has difficulty recording conversation from the observation booths, stress the importance of reading all the directions, and emphasize the need for specificity of the reports of the observations. Examples of the responses given by the students were "It was extremely difficult to record children's conversations while in the observation booth" and "It should be stressed that the information in reports should be specific."

All of the responses made by the students on Questionnaire III were considered when the general directions for observing, recording and reporting were revised for use during spring term. In the revision particular emphasis was placed on what to record during the observation and on giving oral reports, the areas in which the largest percentages of responses indicated a need for more information.

Students' responses to Questionnaire IV

Questionnaire IV was given to two groups of 38 and 42 students each. Group II A returned 32 questionnaires and Group II B returned 34 questionnaires.

This questionnaire was treated like Questionnaire II in that it was given to two groups of students each covering half the assignments and the results normalized to equal sized groups as explained under Questionnaire II, page 26. The results of that portion of Questionnaire IV which is identical to Questionnaire II are presented in Table IV, page 34.

The average number of suggestions for improvement per respondent per assignment was calculated and found to be .47, a considerable decrease from .72 in fall term.

As can be seen from Table IV, the percentage of responses concerning confusing statements indicated the infant observation assignment was the least clear. When one considers all types of responses about each observation assignment, we find that the infant observation assignment also received the largest percentage of comments.

It is interesting to compare the responses in Table IV page 34 with the responses in Table II page 28 since the questions asked the students were identical. Table II shows that the students fall term who responded to the questionnaire indicated the intellectual and eating observation assignments were the least clear, whereas the students winter term who responded to the questionnaire considered the infant observation assignment the least clear. Of the four observation assignments judged least clear in the fall, three (eating, intellectual and emotional) improved in clarity after the first revision, according

TABLE IV

STUDENT RESPONSES (IN PERCENTAGE OF TOTAL RESPONSES*) TO QUESTIONNAIRE IV, PART I
WINTER TERM, AFTER FIRST REVISION

Observation Assignments	Confusing Statements	Items to Be Added	Items to Be Omitted	Items per Assignment
Newborn	3.2	0.9	0.0	4.1
Infant	12.4	3.1	14.8	30.3
Physical-Motor	9.1	0.0	5.0	14.1
Intellectual	7.0	2.3	3.9	13.2
Social	0.8	0.8	0.0	1.6
Emotional	9.1	0.9	1.6	11.6
Eating	6.6	1.6	9.1	17.3
School-age	2.3	0.8	4.7	7.8

*The total of comments on all eight observation assignments.

to the judgment of winter term students. Likewise the assignments in observation of social behavior and school-age children improved slightly. However assignments in infant development, newborn and physical-motor development were judged less clear by winter-term students than by fall-term students. The total percentages of items that concerned additions were very similar in both terms, 10.0% in fall and 10.4% in winter. The total percentage of items that concerned omissions was slightly increased in winter, from 33.7% in fall to 38.1% in winter.

On the questionnaire the students were asked to write down statements which were confusing and then state how they would clarify each statement. They were asked to formulate items they thought should be added and indicate which items they thought should be omitted. Their comments are summarized below.

Clarity. - The students felt that the assignments would be more clear if: Some of the terminology were clarified, examples were given to illustrate what the students were to look for, similar items asked for were more clearly differentiated, and specificity was emphasized in the directions.

Additions. - Items which illustrate additional types of intellectual development, of interpersonal relations among children and between the child and mother, and suggestions for putting parents at ease when observing the child in their presence were things that the students felt should be added to the assignments.

Omissions. - The students would omit specific items they did not clearly understand, some items in which it was difficult to distinguish between the kinds of behavior which might illustrate the response required, items in which they felt it impossible to secure adequate data as well as other items to

make the assignment shorter.

Questionnaire IV, Part II asked the students to indicate whether or not they considered the form of the observation outlines such that it led to meaningful organization of data in making reports. If not, how would they like to have the outlines changed. Ninety-eight percent of the students replied affirmatively to the first question. Changes listed by the remaining 2% were for a more topical outline for the school-age observation. The students were then asked if they had any other comments regarding the organization of data. Of these comments 53% endorsed the form of outlines as they were, 47% mentioned inadequacies.

Questionnaire IV had an additional part winter term concerning the report forms given to the students to use in writing their infant, intellectual, emotional, and eating observations. The students were asked if they found the report forms helpful in writing their reports. Of the students responding to this question, 94% replied that they found the report form helpful in organizing data.

In connection with the report forms the students were asked if they had been given enough space to write their responses and if not, where more space should be given. Approximately 42% replied it had been sufficient space and 58% that it had not. The students replied to this question by stating the amount of additional space required, in inches, in particular areas of the report forms. The responses indicating space requirements on the forms were not included in revisions made on the report forms for spring term because the replies did not furnish a clear directive. It was anticipated that the same questionnaire would be used spring term and hence a larger sample could be utilized to determine which areas on the report forms needed additional space. However, a new

questionnaire which did not include a question on space requirements for the report forms was used spring term. Therefore, the additional space requirements given by the students winter term were utilized when making the revisions leading to "A Manual for Child Study."

All the responses made by the students on Questionnaire IV except those regarding space were considered when the eight observation assignments were revised. In this second revision emphasis was placed on the infant observation assignment, the one which the students indicated as least clear.

Students' responses to questionnaire, Spring Term, 1965, after second revision

Spring term 87 students were given a multiple choice type of questionnaire which was divided into five main parts: Helpfulness of General Directions, Clarity of Observation Outlines, Helpfulness of Report Forms, Purposes of Observation, and Extent of Directions and Assignments (Appendix F). An item analysis of the student responses to the questionnaire was made. From the results of the item analysis a mean score for the rating of each of the questions was obtained. Response number 5 was considered the best response in all the sections with the exception of section E "Extent of Directions and Assignments," where response 3 was considered the ideal response. The closeness of the mean response to the ideal response was taken as a measure of the effectiveness of the instructions given the students. The results of Questionnaire V are presented in Table V, page 38.

In examining Part A of Table V one sees that the students who responded to Questionnaire V spring term indicated that the information

TABLE V

STUDENT RESPONSES TO QUESTIONNAIRE V
SPRING TERM, AFTER SECOND REVISION

Items	Mean for each item	Avg. of means by group
Part A HELPFULNESS OF GENERAL DIRECTIONS		3.84
1. How to conduct yourself	3.88	
2. How to record information	3.88	
3. What to record	4.17	
4. How to give oral reports	3.33	
5. How to organize and write	3.94	
Part B CLARITY OF OBSERVATION OUTLINES		3.91
6. Newborn	3.96	
7. Infant	3.87	
8. Physical-Motor	4.10	
9. Intellectual	3.71	
10. Social	3.94	
11. Emotional	3.87	
12. Eating	4.04	
13. School-age child	3.82	
Part C HELPFULNESS OF REPORT FORMS		4.15
14. Infant	4.25	
15. Emotional	4.09	
16. Intellectual	4.09	
17. Eating	4.17	

TABLE V--Continued

Items	Mean for each item	Avg. of means by group
Part D PURPOSES OF OBSERVATION		4.13
18. Is important part of studying child development	4.67	
19. Helps to understand theories	4.03	
20. Helps to recognize and understand individual differences of children	4.24	
21. Helps to understand needs and capabilities of individual children	3.93	
22. Helps to understand yourself and others	3.76	
Part E EXTENT OF DIRECTIONS AND ASSIGNMENTS		3.25
23. General Directions	3.46	
24. Newborn	3.08	
25. Infant	3.63	
26. Physical-Motor	3.07	
27. Intellectual	3.64	
28. Social	2.96	
29. Emotional	3.00	
30. Eating	3.15	
31. School-age child	3.27	

given to them on what to record during their observation was the most helpful. The other items in this part of the questionnaire were rated between 3.33 and 3.94, thus all of the items were rated between "Somewhat helpful," 3.0, and "Helpful," 4.0, with the exception of "What to

record during the observation" which was rated 4.17.

Part B of Table V shows that the students who responded to Questionnaire V spring term rated the physical-motor and the eating observation assignments the most clear, and the intellectual observation assignment the least clear. The ratings of the items in this part of the questionnaire were from 3.71, the intellectual observation assignment, to 4.10 the physical-motor observation assignment. For this section of the questionnaire 3.0 was the value assigned to the description "Somewhat Clear" and 4.0 was "Clear." Thus we see that all the observation assignments were rated fairly close to the "Clear" response.

In examining Part C of Table V one sees that the students responding to Questionnaire V felt that all of the report forms were helpful, all with ratings above 4, the value assigned to the description "Helpful." The ratings ranged from 4.09 to 4.25.

Part D of Table V was concerned with the purposes of observation. This was the first time that the students were asked questions on the purposes of observation. The question given the highest rating (4.67) in this part of the questionnaire was "Do you feel that observing children is an important part of studying child development?" The remainder of the purposes received ratings of near 4, the value assigned to the description "Helpful." The lowest rating (3.76) was received by "Helps to understand yourself and others."

Part E of Table V was concerned with the extent of the directions and assignments. Here the ideal response was 3, less than 3 being somewhat short, and more than 3 being somewhat long. The rating given the general directions for observing, recording and reporting was 3.46

which would put it between "Satisfactory length" and "Somewhat long." The observation assignments were all rated between 2.96 and 3.63, with most of them being rated a little above 3 or the "ideal" response. The social observation assignment was rated the shortest, 2.96, and the infant and intellectual observation assignments were rated the longest with ratings of 3.63 and 3.64 respectively.

On Questionnaire V the students were also asked if they had further suggestions on how the observation materials might be changed and were asked to write their comments. Fifty-eight students responded with some comment. The most frequently mentioned topics are summarized below.

Six students considered the observation outlines and report forms restrictive and limiting whereas twelve considered them helpful. Seven found the examples especially helpful in knowing what to look for. Four considered the directions to be superfluous and confusing. The observation assignment on intellectual development was considered by five as being too long and complicated. Four thought the school age observation should be divided into two or more observations. Sixteen commented that often they were unable to secure data for all parts of the outline during the time of the observation. Oral reporting was a source of dissatisfaction to six students but considered helpful by seven. Seventeen comments gave suggestions for improving observation conditions. Seven pertained to acoustics in observation booth, five to lengthening observation time and five to improved scheduling of observations. Three students found the course helpful, interesting and enjoyable.

Comparisons of students' responses to the questionnaires, fall, winter and spring terms

Even though the questionnaire given spring term was different from the questionnaires given fall and winter terms, the responses from the questionnaires given the three terms are comparable within limits.

In Table VI the percentages of responses indicating desire for more information fall and winter were considered measures of inadequacy to be compared with the helpfulness rating in spring. In Table VII the percentages of confusing statements in fall and winter were considered measures of a lack of clarity to be compared with the clarity rating in spring. In Table VIII the percentages indicating items to add or to omit in fall and winter were considered measures of desired length of assignment to be compared with rating of desired length in spring term.

The author recognizes that these are not exact measurements and does not presume that the comparisons are any more than possible trends in the directions of helpfulness, clarity, and desired length of assignments.

Comparison of three terms' responses regarding general directions for observing, recording and reporting

Table VI page 43 shows the responses given by the students in regard to the general directions for observing, reporting and recording for fall, winter, and spring terms.

From this table it can be seen that for each item, except one, "Oral reports," the desire for more information was reduced after the first revision (between fall and winter). The two items for which additional information was most often requested in the fall, namely, "How to organize and write reports" and "What to Record," in winter

TABLE VI

STUDENT RESPONSES TO QUESTIONNAIRES I AND III, PARTS I AND QUESTIONNAIRE V, PART A
FALL, WINTER, AND SPRING TERMS

	Percentage of Total Responses per Item[a]				Rating of Helpfulness[b]
	Fall		Winter		Spring
Item	More Info.	Less Info.	More Info.	Less Info.	Mean for each item
1. How to Conduct Yourself as an Observer	13.6	0.0	8.1	2.7	3.88
2. How to Record Information	18.2	0.0	8.1	5.4	3.88
3. What to Record	36.4	4.5	24.3	2.7	4.17
4. Oral Reports	18.2	0.0	24.3	2.7	3.33
5. How to Organize and Write	45.5	0.0	13.5	8.1	3.94

[a]The total response of "more," "same," and "less" on each item.

[b]Value of 3.0 was assigned to description "Somewhat helpful," 4.0 to "Helpful" and 5.0 to "Very Helpful."

dropped from 45.5% to 13.5% and from 36.4% to 24.3% respectively. It is also interesting to note that fall term only 4.5% of the total comments indicated that too much or extraneous information was given on one of the items, "What to record," while winter term each of the items was considered to have too much or extraneous information, with a total of 21.6% of the total comments being in this category. After the second revision (between winter and spring) each item had a mean rating near 4, the value assigned to the description "Helpful." The two items which in the fall had most required additional information indicating they then were least helpful, by spring received the two highest ratings.

Comparisons of three terms' responses regarding clarity of observation assignments

Table VII, page 45, shows the responses given by students in regard to clarity of observation assignments in fall, winter and spring terms. From this table one sees that fall term the students judged the intellectual, eating, infant, and emotional observation assignments least clear, in the order given. Winter term, after one revision, the students indicated that the infant observation assignment was the least clear with the physical-motor and emotional observation assignments tying for second rank in lack of clarity. Percentages of confusing statements given in fall and in winter indicated that winter term students judged five of the eight assignments, after the first revision, to be more clear and three to be less clear than the assignments before revision were judged by fall term students.

During the series of revisions the eating observation assignment as judged by students changed from being next to the least clear

TABLE VII

STUDENT RESPONSES TO QUESTIONNAIRES II AND IV, PARTS I AND QUESTIONNAIRE V, PART B
FALL, WINTER AND SPRING TERMS

	Percentage of Total Responses Applied to Confusing Statements[a]		Mean Rating of Clarity[b]
Observation	Fall	Winter	Spring
1. Newborn	1.7	3.2	3.96
2. Infant	10.8	12.4	3.87
3. Physical-Motor	1.7	9.1	4.10
4. Intellectual	13.1	7.0	3.71
5. Social	2.2	0.8	3.94
6. Emotional	10.4	9.1	3.87
7. Eating	12.1	6.6	4.04
8. School-age	4.3	2.3	3.82

[a]Total responses, the sum of all types of comments - "Confusions," "Additions" and "omissions" on all eight assignments.

[b]Value of 3.0 was assigned to description "Somewhat clear," 4.0 to "Clear" and 5.0 to "Definitely clear."

observation assignment, before revision fall term, to next to the most clear observation assignment, spring term. The physical-motor observation assignment changed from being one of the least clear observation assignments winter term to being the most clear observation assignment spring term.

The observation assignments which were not judged by winter term students as improved after the first revision - newborn, infant, and physical-motor - received ratings in spring of 3.96, 3.87, and 4.10 respectively, a rating very close to 4 which was the value assigned to the description "Clear." Spring term, after the second revision, mean ratings on all assignments were near 4.

Comparisons of three terms' responses
regarding length of observation
assignment

Table VIII page 47, shows the responses given by the students in regard to the length of the observation assignments for fall, winter, and spring terms.

Fall and winter terms the students were asked what they would add to or omit from the observation assignments. Spring term the students were asked to rate the length of the observation assignments, with the rating of 3 being the "ideal" response.

From Table VIII one observes that fall term the students indicated by the larger percentages of the comments to be omitted that the infant and intellectual observation assignments were the longest. Winter term the students indicated that the infant observation assignment was the longest and spring term the students also rated the infant observation assignment as being one of the longest.

TABLE VIII

STUDENT RESPONSES TO QUESTIONNAIRES II AND IV, PARTS I AND QUESTIONNAIRE V, PART E
FALL, WINTER AND SPRING TERMS

	Percentage of Total Responses Applied to Additions and Omissions[a]				Mean Rating of Length[b]
Observation	Fall		Winter		Spring
	Items Added	Items Omitted	Items Added	Items Omitted	
1. Newborn	0.0	0.0	0.9	0.0	3.08
2. Infant	0.0	8.6	3.1	14.8	3.63
3. Physical-Motor	0.0	3.5	0.0	5.0	3.07
4. Intellectual	0.0	8.6	2.3	3.9	3.64
5. Social	2.2	4.3	0.8	0.0	2.96
6. Emotional	3.5	3.5	0.9	1.6	3.00
7. Eating	0.0	5.2	1.6	9.1	3.15
8. School-age	4.3	0.0	0.8	4.7	3.27

[a]Total responses is the sum of all types - "Confusion," "Additions" and "Omissions" - on all eight assignments.

[b]Value of 2 was assigned to "Somewhat short," 3 to "Satisfactory length" and 4 to "Somewhat long."

In comparing the responses given fall and winter term in regard to items which should be omitted and added, one notes that both terms a larger percentage of the responses indicated less information should be asked for on the assignments rather than more information.

In spring term, after two revisions, each assignment received a mean rating very near to 3 which was the value assigned to "Satisfactory length."

Comparisons of two terms' responses concerning helpfulness of report forms

Winter and spring terms the students were asked about the helpfulness of the report forms, which had been introduced winter term as part of the first revision. Winter term 94% of the students indicated that the report forms were helpful. Spring term the students' ratings on the report forms gave a mean rating for each between 4.09 and 4.25, with 4 being the value assigned to "Helpful."

Summary of revisions

The results of the series of revisions of the general directions for observing, recording and reporting; the condensed outlines and the report forms given to the students in HMC 362 were incorporated into "A Manual for Child Study" which will be used during the 1965-66 school year. The manual also includes: Requirements for the Course; Schedule of Lectures, Discussions, and Examinations; Course Outline and Reading Assignments; References on Reserve in the MSU Library; the preface entitled "Why Make Observations and Record the Behavior of Children"; Schedules for Observations of Infants, Preschool Children, and School-age Children; Data on the Laboratory Schools; Samples of On-the-spot Recording;

Example of a Completed Written Report; and a Table of Heights and Weights for American Children. The Manual is included in this report (Appendix G).

CHAPTER V

SUMMARY, INTERPRETATIONS, AND CONCLUSIONS

Summary

This study was concerned with (1) the author receiving experience with many aspects of teaching a basic child development course (HMC 362) during the academic year 1964-65 and (2) developing an observation manual for students to use in HMC 362 in their observations of newborns, infants, preschool children, and school-age children.

To gain experience with a variety of aspects of teaching a basic child development course the author: Examined the preliminary steps in planning a basic course in child development; regularly visited class lectures and discussions Fall Term, 1964; presented selected topics to the students through conducting several of the discussion sessions Winter and Spring Terms, 1965 and prepared lesson plans for two lectures and delivered those lectures in Spring Term, 1965; prepared several examination questions for the one-hour examination covering preschool development Spring Term, 1965; and ascertained the students' observation ability by judging the quality of some of the students' written and oral observation reports Winter and Spring terms, 1965.

After reviewing the students' evaluation of the observation material given them each term, "A Manual for Child Study" was developed. This manual included: Directions on how to record and report an

observation; short condensed outlines of the eight observations the students were required to make; the report forms for the four observations that the students were required to write; introductory material which included - requirements for the course, schedule of lectures, discussions, and examinations, course outline and reading assignments, references on reserve in the MSU library, the preface entitled "Why Make Observations and Record the Behavior of Children," schedules of observations for infants, preschool children, and school-age children, and data on the laboratory schools; and appendices which included samples of on-the-spot recording, example of completed written report, and a table of heights and weights for American children.

Interpretations and Conclusions

Regarding experience in several aspects of teaching

The author anticipates that the experience received by becoming familiar with many aspects of a basic course in child development will be of great value when she teaches a similar course. Examining the preliminary steps in planning and organizing gave her understanding of the development of a course which is necessary before the class officially begins. Regular visiting of lectures and discussions during one term followed in later terms by presenting selected areas of the course to students through discussion sessions and lectures increased her understanding and ability to use these methods of teaching. Evaluations from the regular instructor of the course on the preparations and presentations of lectures helped the author to improve them. Preparation of some examination questions on

preschool development contributed to her ability to develop suitable testing techniques. Assessing students' observation ability by judging the quality of their written and oral reports, with the help of the instructor in charge of the course, gave her an opportunity to gain experience in these methods of evaluating students' work.

Regarding students' responses to questionnaires

Interpretations of some of the results of the students' responses on questionnaires concerning the functionalism of materials given them to use in making observations led to some interesting conclusions and/or further questions.

Responses regarding general directions for observing, recording and reporting

The inadequacies of the general directions for observing, recording and reporting given fall term, as shown by the percentages of requests for more information, (Table VI) were reduced in winter (after the first revision) in four of the five items.

The percentage of responses requesting more information on "How to organize and write reports" fell from 45.5% fall term to 13.5% winter term. This might indicate that progress was made in giving the students needed information for organizing and writing reports. The report forms which were included for the first time winter term might account in large part for the smaller percentage of the responses indicating a desire for more information on organizing and writing reports; 94% of the students replied affirmatively to the question, "Did you find the report form helpful in writing your reports?"

The percentage of responses requesting more information were reduced from fall to winter as follows: "What to record," from 36.4%

to 24.3%; "How to record information," from 18.2% to 8.1%; and "How to conduct yourself as an observer," from 13.6% to 8.1%. These results might indicate that progress was made on giving the students needed information in the above areas.

The percentage of responses indicating more information desired on "Giving oral reports" increased from 18.2% fall term to 24.3% winter term. Perhaps these results show that most attention was given to improving the information on "Organizing and writing reports," and on "What to record during the observation," the two least adequate areas fall term, and less attention given to the other areas, particularly on "Giving oral reports."

From the spring term ratings (after the second revision), one may conclude that the students regarded the general directions, in all areas, as being helpful since the mean ratings of the five items ranged from 3.33 to 4.17 with 4 being the value assigned to "Helpful."

Responses regarding clarity of observation assignments

Table VII shows that fall term the students responding to the questionnaire indicated that the intellectual, eating, infant, and emotional observation assignments were least clear, in the order named, whereas winter term students indicated the infant observation the least clear and physical-motor and emotional observation assignments tying for second place in lack of clarity. One might interpret this to mean that more emphasis had been placed on the revision of the eating and intellectual observation assignments during the first revision than was placed on the other observation assignments.

Fall term the four observation assignments considered by the students to be the least clear were also the assignments for which the students made written reports and submitted them to be graded. One wonders if perhaps the students were more concerned over these observation assignments since usually students become more aware of their short comings in writing papers than they do in making oral reports. Winter term four out of the five observation assignments considered by the students to be the least clear were the assignments for which the students made written reports and submitted them to be graded. Again one wonders if perhaps the students were more concerned over the observation assignments which they were to write. This, of course, does not explain why the physical-motor observation assignment was considered by winter term students to be one of the least clear assignments.

From spring term ratings (after the second revision), it may be concluded that the students regarded the assignments as having reached a level of reasonable clarity since they rated the clarity of the assignments between 3.71 and 4.10, with 4 being the value assigned to "Clear." Some observation assignments which were least clear in the fall appeared to have improved in clarity by spring, after two revisions. Fall term, the large percentage of the confusing statements, 12.1%, indicated that the eating observation assignment was not very clear. In winter these were reduced to 6.6% and by spring term this observation received the second from the highest mean rating, 4.04, with 4 being the value assigned to the term, "Clear." From this we are assuming that considerable progress was made on making the eating observation assignment clear. The intellectual observation assignment fall term

was judged the least clear of all assignments, winter term it was in 5th place in clarity, and by spring term this assignment was given the lowest mean rating, 3.71. Even so, it approached a rating of "Clear." The infant observation assignment, another one that had a large percentage of the responses indicating that it was not clear fall term and winter term, in spring received a mean rating of 3.87 which indicated it approached a rating of "Clear."

Responses regarding length of observation assignments

Table VIII shows us the responses given by the students in regard to the length of each of the observation assignments. For both fall and winter terms we see a larger percentage of the responses indicating that less information should be asked for rather than more information, thus indicating that the students felt the observation assignments were too long. Spring term the students rated the length of the observation assignments, with 3 being the value assigned to the term "Satisfactory length." Spring term the mean ratings of the observations ranged from 2.96 to 3.64. Six of the eight observations received mean ratings between 2.96 to 3.27 indicating that the assignments were very near to a satisfactory length.

Fall term the infant and intellectual observation assignments were considered to be the longest, winter term the infant observation was considered to be the longest, and spring term the intellectual and infant observation assignments were rated the longest, with mean ratings of 3.64 and 3.63 respectively. This indicates that even after two revisions the infant and intellectual observation assignments were still considered the longest and may need to be further shortened.

Of the four observation assignments rated the longest spring term, three of them were observations for which the students wrote reports and handed them in. One again wonders if perhaps the students were especially concerned with the length of the observations for which they wrote reports.

The comments indicating inadequacies of the observation assignments for fall and winter terms showed a decrease of the number of suggestions for improvements per respondent per assignment from .72 to .47. From this we may conclude that as a whole clarity and length of the observation assignments improved after the first revision.

Responses regarding helpfulness of report forms

Winter term 94% of the students indicated that they found the report forms helpful. Spring term the forms received mean ratings of 4.09 to 4.25, with 4 being the value assigned to the description "Helpful." Thus, one may conclude that the students regarded the forms an aid in writing reports. The one for the infant report received the highest rating, 4.25. The report form for the infant observation may have been rated as the most helpful because the students considered that observation to be one of the longest and among the less clear observation assignments.

Responses regarding purposes of observation

For the first time spring term the students were asked questions on the purposes of observation. The mean ratings received in this section of Questionnaire V ranged from 3.76 to 4.67, with 4 being the value assigned to the description "Helpful." The lowest mean rating for this section, 3.76, was for "Do you feel that your observations of children are helpful to you in understanding yourself and others?" This may indicate that this is something which comes through more experience

than the students in HMC 362 received in one term. The highest mean rating for this section, 4.67, was for "Do you feel that observing children is an important part of studying child development?" Hence one of the major objectives of the course, namely for students to realize the importance of observation of children as a means of studying them, appears to have been well met.

SELECTED REFERENCES

Almy, Millie. Ways of Studying Children: A Manual for Teachers. New York: Bureau of Publications Teachers College, Columbia University, 1959.

Breckenridge, Marian E., and Murphy, Margaret Nesbitt. Growth and Development of the Young Child. 7th ed. Philadelphia: W. B. Saunders Co., 1964.

Brown, James W., and Thornton, James W. Jr. College Teaching: Perspectives and Guidelines, New York: McGraw-Hill Book Co., Inc., 1963.

Buxton, Claude E. College Teaching: A Psychologist's View. New York: Harcourt, Brace, and Co., Inc., 1965.

Carbonara, Nancy Trevorrow. Techniques for Observing Normal Child Behavior Pittsburgh: University of Pittsburgh Press, 1961.

Christianson, Helen M., et al. The Nursery School. Boston: Houghton Mifflin Co., 1961.

Cohen, Dorothy H., and Stern, Virginia. Observing and Recording the Behavior of Young Children. New York: Bureau of Publications Teachers College, Columbia University, 1958.

Dowlay, E. M. "Cues for Observing Children's Behavior," Childhood Education, 30 (November 1953), 113-117.

Gardner, D. Bruce. Development in Early Childhood: The Preschool Years. New York: Harper and Row, 1964.

Hawkes, Glen R., and Pease, Damaris. Behavior and Development from 5 to 12. New York: Harcourt, Brace, and Co., Inc., 1959.

Mussen, Paul H. (ed.). Handbook of Research Methods in Child Development. New York: John Wiley and Sons, 1960.

Pease, Damaris, and Pattison, Mattie. "Observation: A Method of Learning about Children," Journal of Home Economics, 48 (December 1956), 755-757

Suchman, J. Richard. Observation and Analysis in Child Development. New York: Harcourt, Brace, and Co., Inc., 1959.

APPENDICES

APPENDIX A

Material Given to Students Fall Term, 1964

Schedule of Lectures, Discussions and Examinations

Directions on observing, recording and reporting

Condensed outlines on:

- Observation of Newborn
- Infant Observation
- Preschool observation - Social Behavior
  - Emotional Behavior
  - Mental Development
  - Eating Behavior
  - Physical and Motor Development
- Observation of School-age Child

HMCD 362 - Fall, 1964

Lecture 902:	M, W, Th,	3-4, Room 101
Section 3:	T	3-4, Room 405
Section 4:	T	4-5, Room 405

Schedule of Lectures, Discussions and Examinations

Oct. 1	Overview of Course
Oct. 5	Concepts of Growth
Oct. 6	Prenatal Development (Sec. 3 and 4)
Oct. 7	Prenatal Development
Oct. 8	Prenatal Development
Oct. 12	Film on Newborns and Discussion
Oct. 13	Orientation to Laboratory (Sec. 3, Sec. 4)
Oct. 14	Physical Needs of Young Children
Oct. 15	Physical Development in Infancy
Oct. 19	Motor Development in Infancy
Oct. 20	Observation of Infant in Class and Discussion (Sec. 3-A, Sec. 4-A)
Oct. 21	Intellectual Development in Infancy
Oct. 22	Psychological Needs of Young Children
Oct. 26	Social-Emotional Development in Infancy
Oct. 27	Observation of Infant in Class and Discussion (Sec. 3-B, Sec. 4-B)
Oct. 28	Social-Emotional Development in Infancy
Oct. 29	EXAMINATION - PRENATAL AND INFANCY PERIODS
Nov. 2	Physical Development in Preschool years
Nov. 3	Discussion of Physical-Motor Observation (Sec. 3-A, Sec. 4-A)
Nov. 4	Motor Development in Preschool Years
Nov. 5	Physical Needs of Preschool Children
Nov. 9	Intellectual Development in Preschool Period
Nov. 10	Discussion of Physical-Motor Observation (Sec. 3-B, Sec. 4-B)
Nov. 11	Intellectual Development in Preschool Period
Nov. 12	Social-Emotional Development in Preschool Years
Nov. 16	Social-Emotional Development in Preschool Years
Nov. 17	Discussion of Social Development Observation (Sec. 3-A, Sec. 4-A)
Nov. 18	Social-Emotional Development in Preschool Years
Nov. 19	EXAMINATION - PRESCHOOL PERIOD
Nov. 23	Physical Development in School Years and Adolescence
Nov. 24	Discussion of Social Development Observation (Sec. 3-B, Sec. 4-B)
Nov. 25	Motor Development in School Years and Adolescence
Nov. 30	Intellectual Development in School Years and Adolescence
Dec. 1	Discussion of School Age Observation (Sec. 3-A, Sec. 4-A)
Dec. 2	Social Development in School Years and Adolescence
Dec. 3	Social Development in School Years and Adolescence
Dec. 7	Emotional Development in School Years and Adolescence
Dec. 8	Discussion of School Age Observation (Sec. 3-B, Sec. 4-B)
Dec. 9	Emotional Development in School Years and Adolescence
Dec. 10	Summary and Evaluation
Dec. 16	FINAL EXAMINATION 8-10 a.m.

HMCD 362 Recording and Reporting Observations

A. Preparation for an Observation

1. Study the outline for the observation in advance so you are familiar with the nature of the data to be recorded. Bring the outline with you to refer to as needed during the observation.

2. Provide yourself with a notebook of a size you can conveniently hold in your hand (approx. 5" x 8"). A rigid cover is recommended to give you a surface upon which to write. A spiral-binding allows for convenient opening of the notebook.

3. Arrive for observation at the time and place scheduled. Get settled for observation as quietly and inconspicously as possible. (See Suggestions for Observers)

B. Recording During the Observation

1. Begin record on new page.

2. Record date of observation at top of page.

3. Record names and ages of children observed.

4. Leave a generous left-hand margin on each page.

5. In general, focus attention upon one child at a time. Record his activities and speech and only as much of those with whom he interacts or is necessary to give meaning to your record.

6. Objectively and accurately record, in diary-record form, factual information. For example, "Tom cried when his mother left" is a factual statement whereas, to record "He was unhappy because his mother left" is your subjective interpretation. The latter should not take the place of factual information. If you wish to include interpretation, in addition to the facts, indicate the interpretation by enclosing it in parenthesis.

7. Record as much data as you can reasonably obtain during an hour. To secure the maximum you may use abbreviations and omit unnecessary words. A few times during the hour, momentarily stop observing to fill in your notes to make them more meaningful; then resume observing and recording.

C. Reporting on Observations

1. Oral reports, given in discussion sessions, A or B
   a. Prepare for discussion as follows:
      1) Read observation notes carefully.
      2) With outline in hand, find data in your notes to illustrate the various parts of the outline.
      3) Indicate in the left-hand margin of the notebook, opposite the illustrative data, the part of the outline it illustrates.

b. Bring to discussion the record of the observation and outline.
c. Participate in the discussion, citing data from your record. You will be graded on quantity and quality of your participation.
d. At the end of the hour, if you feel you have not had adequate opportunity to participate, you may hand in your observation notes, just as they are. Be sure your name is on them. They will be read and considered in your grade for the discussion. They will be returned to you without a grade.

2. Written reports, to be handed in (Due on Monday following the week the observation was made).
   a. Prepare to write in same way as indicated under a. - 1), 2), 3) above.
   b. Use 8½ x 11 unlined paper. Type or write legibly in ink.
   c. At top of page put: Your name
      Topic of observation
      Date of observation
      Name and ages of subjects observed
   d. Organization: Present material in the order indicated on the outline. Write in paragraph form, using headings which correspond to parts of the outline. Report data under appropriate headings. Report clearly and accurately from your observation record. Use past tense.
   e. Report accurately what you actually saw and heard. Do not use terms which exaggerate, such as: "always," "never," "constantly," "every minute," "all the time," "all over the place." These are not accurate. Do not use vague terms, unsupported by evidence, such as: "He seemed pleased with the new book." You might state this as an interpretation of behavior and place it in parenthesis but then it should be either preceeded or followed by the evidence; for example, "When Miss Torrey held up a new book, John smiled, reached for the book and shouted, 'Read it, Read it!'"
   f. Mechanics of writing: You are expected to spell, capitalize and punctuate correctly and to use grammatically correct sentence structure. Papers with excessive errors in mechanics of writing or papers poorly organized will be returned ungraded. They are not acceptable.

* A sample of good on-the-spot recording during an observation and of a good report may be seen in H. Ec. Reading Room (H. Ec. 315). These materials are not to circulate. If you wish to see them, sign for them at the desk, use them only in Room 315 and return them to the librarian. You can quite quickly note the nature and style of the material. There is no advantage of copying either the notes or the report. They are merely illustrative material.

Department of Home Management and Child Development

Suggestions to Observers in the Laboratories

General Directions

To minimize the children's consciousness of being observed:

Refrain from laughing at or commenting on their activities. Do not initiate conversation with them. If they ask you questions, answer pleasantly but briefly. Often just a smile satisfies. If they need help, direct them to a teacher or a participating student.

Refrain from conversation with other observers.

In case of a real emergency, prompt action of the nearest adult, even though you are an observer, is appreciated, until the situation can be taken over by a teacher or a participating student.

If not busy with the children the teachers may be free to answer your questions. Otherwise bring them to your instructor. Since the handling of any given situation may be determined by previous study of the development of the children involved, observers may not expect always to understand the procedure used.

The parents of the nursery school children are sharing their children with you for your observation. Please merit their confidence by discussing the children only in class.

MICHIGAN STATE UNIVERSITY LABORATORY PRESCHOOL

Home Mgt. Building - Units 3 & 4

Observation on the Playground

If the children are in the yard, observers for Unit 4 enter the yard at the gate (south side). Close gate. Need not enter the building unless you wish to leave your books.

To reach playground for Unit 3, enter door to Unit 3, (on south side) go through corridor and play room on the right and out by way of the porch.

Sit or stand at the edge of the playground, near trees, shrubbery, house or fence. Avoid sitting on or leaning on equipment used by the children. When crossing to another location it will interfere less with the children's activity if you go around the edge of the playground rather than cutting across the area of activity.

Move near enough to children to see and hear but keep outside of their activities.

Locate yourself away from other observers. Do not cluster.

Observation indoors

To enter the building:

Students enter Unit 4 by east door, by way of playground. Close gate. Put wraps and books on coat rack in front hall.

Enter Unit 3 by south door, put wraps and books in hall closets at end of corridor.

Proceed to your place of observation promptly so that doorways, halls and stairways may be free for the children's use. If in doubt about which group you are to observe consult bulletin board in front hall.

Unit 4, 2nd floor observers go into observation booth. In all other groups, sit on low chairs <u>against the wall.</u> This is important since play space indoors is very limited. Locate away from other observers. Do not cluster. Move only when you need to in order to observe better.

OBSERVATION AT SPARTAN NURSERY SCHOOL

Location: Corner of Birch and Willow Roads.
The parents and staff of Spartan Nursery School are happy to have you share in our cooperative nursery school.

General Instructions:

1. Please be prompt in arriving and departing. Other classes, parents and guests are scheduled for using the booths too.

2. Please do not converse with the teachers or other staff members. Their entire time and attention are required in the supervision of the children. If question occur to you, please make note of them and ask your instructor.

3. Do not participate with the children. More specifically:
   a. Do not initiate conversation with the children.
   b. Do not laugh at things the children say or do.
   c. Avoid doing anything for a child. If a child approaches you with a request to do something for him or asks a question of you, refer him to a teacher.

4. Put your coats and books on the davenport in the room you first enter. Please carry with you into the observation booth only those things necessary for your note-taking in order to avoid the possibility of dropping things. Extra wraps and books may be put on the davenport.

5. The doors to "East Playroom Screen" and "West Playroom Screen" open directly at the rear of the room you enter first. Each door is labelled. For "Workshop Window Area", go to the right from the entrance-room, until you see the appropriate sign. For the "Office Observation Area" go to the left from the entrance-room.

6. Please do not go to any Observation Area other than the one for which you have signed up. In moving from one area to another, you may interrupt a group dressing in the locker rooms.

IN THE OBSERVATION BOOTHS:

7. Absolute quiet must be maintained. The parents and teachers are affected by your whispering even though the children may not notice. Parents are made self-conscious upon hearing you.

8. If the children go outdoors to play during your observation period, please wait until the children are out of the building, then go out the front door and around the building, to right or left, to one of the two, fenced, play yards to continue your observation. There, you may sit on the benches inside the yards, or stand near, but outside of the fence.

DEPARTURE:

9. Please leave the building and yard by the nearest gate, as soon as your observation period is over.

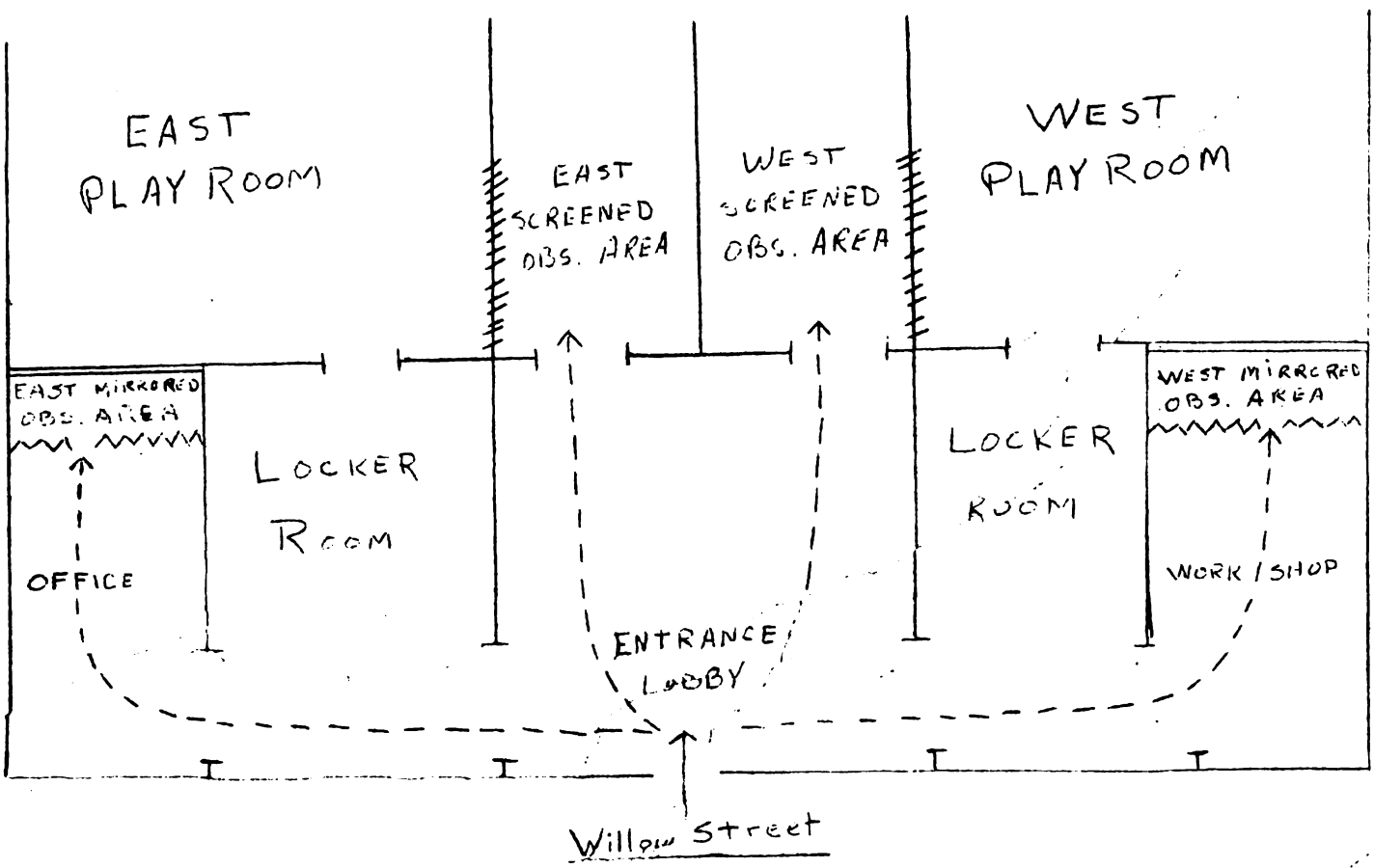
10. Do not hold discussions among yourselves until you are away. Remember, this is a parent-education project and parents are nearby. They may be easily hurt by thoughtless comment about a child.

SPARTAN NURSERY SCHOOL

Location: Corner of Willow and Birch Street, on South Campus. It is a double quonset building. Play yard has a white picket fence.

Birch Street is the first street on your left after you've passed the Ice Arena and Jennison Field House. It's approximately a 20-minute walk from the Home Economics building to Spartan Nursery School.

Observation Indoors: Use the diagram below to find your way to the observation areas in the building.



Observation Outdoors: If the children are on the play grounds, go to play ground to observe. Children from EAST use playground on EAST side of building. Enter by gate on Willow Street side. Close gate after you.

Children from WEST use play ground to the South of (behind) the building. Enter by gate on Willow Street side; cross East play ground and go through gate between the two toy sheds to the South play ground. Close gate.

HMCD 362

OBSERVATION OF NEWBORN

I. Note general appearance of the newborn

A. Shape of head - front view, side view

B. Facial features
1. Proportion of lower part of face to upper part of skull
2. Shape of eyes, nose, cheeks, mouth, chin

C. The umbilical cord

D. Body proportions
1. Compare length of head, trunk, legs to each other and to total length
2. Compare circumference of head, chest, abdomen. Note shape of chest and abdomen
3. Compare size of pelvis and legs with upper trunk and head

E. Spontaneous postural positions and muscle tension
1. Of arms
2. Of legs
3. Of head and back when held upright or in sitting position

II. Activity - Reflex behavior

A. Note stimulus and response in each of these:
1. Rooting
2. Sucking
3. Swallowing
4. Sneezing
5. Moro
6. Babinski
7. Darwinian or grasping
8. Curving-in reaction of trunk
9. Straightening
10. Primary stepping
11. Passage

B. Describe evidences of infants' response to the following sensory stimuli:
1. Smell
2. Taste
3. Light
4. Sound
5. Temperature
6. Touch

C. What spontaneous activity did you observe? Describe.

III. What individual differences did you note among the several babies shown, such as: color of skin, hair, eyes; amount of hair; facial expression; other?

IV. Remarks - Include any other aspects of this observation which were of interest to you.

CHILD DEVELOPMENT 362
INFANT OBSERVATION

Directions: Before going to observe the child, study this outline carefully and check those characteristics which may be expected at the age of the infant observed. Sources of information on infancy are:

Breckenridge & Murphy, Growth & Development of the Young Child, 7th ed.
Physical development: pp. 278-306. Select material that pertains to infants. Also pp. 308-309, 311-317
Motor development: pp. 331-341, 342-352, 355-357
Intellectual development: pp. 360-372, 387, 373-378, 392, 394, 398-399
Social-Emotional development: pp. 417-421, 422-426, 435-439

Children's Bureau Publication, No. 8, Infant Care, pp. 69-81

During observation make accurate, detailed, running diary record of all that you observe. Leave generous left-hand margins.

After the observation, indicate on the margin opposite specific information in your notes, points in this outline which were shown by the child during the observation. If the mother gives information which you did not observe, note that this is information obtained from the mother. Omit those parts of the outline which obviously do not apply to the age of the child being observed.

I. Description of the child
   A. Name
   B. Age
   C. Physical characteristics
      1. Color and condition of skin, hair, nails, eyes
      2. Teeth: Number and Names
      3. Weight Height How does this compare with expected increases over both weight and height? See text - pp. 135-136, pp. 141-142 and chart p. 145.
      4. Describe his body proportions as compared with newborn's proportions.
      5. Other comments on physical appearance and condition.

   D. Physical Care
      1. What is the child's daily schedule of eating (including foods and amounts offered), sleeping, bathing, toileting, time out doors? How does child accept these routines? Are there any problem areas? Explain.
      2. What equipment is provided for physical care of the child?

II. Motor Development
(Carefully observe his motor activity and describe his movements as to how he does, or tries to do any of the things listed below.)
   A. Control of the head
      1. Did he lift his head when lying prone?
      2. Did he hold his head erect when he was held erect?
      3. Did he focus his eyes on objects?

   B. Control of trunk
      1. Did he lift his chest when lying prone?
      2. Did he roll from side to back, back to side, stomach to back, back to stomach with help? Without help?
      3. Did he sit with support? Without support?

C. Control of arms and hands
   1. Did he wave his arms at random?
   2. Did he reach for objects? Was he persistent in reaching?
   3. Did he coordinate his eye-hand movements?
   4. Did he grasp objects in both hands? In one hand?
   5. Did he have hand-to-mouth coordination?
   6. Did he show preference for use of one hand?
   7. Did he throw objects.

D. Control of legs and feet
   1. Did he push with his feet when lying down?
   2. When held erect, feet touching a flat surface, did he made stepping movements? Support his own weight (partially or wholly)?

E. Combination of bodily controls
   1. Did he get himself into a sitting position with help? Without help?
   2. Did he stand with help? Without help?
   3. Locomotion
      a. Did he wiggle and squirm when lying down?
      b. Did he hitch along when in a sitting position.
      c. Did he creep on all fours?
      d. Did he pull himself to a standing position? Get down from a standing position?
      e. Did he climb stairs? On furniture?
      f. Did he walk with help? Without help?

F. Comments on bodily activity

G. What provisions in the home aid (or retard) his motor development?

III. Mental Development: Record incidents which give evidence of any of the following:

A. Sensory perception
   1. Did he notice color? Texture? Form? Size? Distance? Taste? Smell? Sounds? How?

B. Language Development
   1. Did he turn to look at the person speaking? What random sounds did he make? Gestures? Sounds which have meaning to one who has learned to recognize them? Recognizable words? Simple sentences?
   2. Did he smile? Laugh Aloud? Understand simple words? Commands? Name familiar objects at sight?

C. Imitation
   1. Did he imitate sounds? Movements?
   2. Did he know any tricks, such as peek-a-boo? etc?

D. Comments on his mental development

E. What in the home environment aids (or retards) mental development?

IV. Social Development. Record incidents which give evidence of any of the following in A and B.

A. Personal - social
1. How did he respond to pressure or being handled by a familiar person? An unfamiliar person?
2 2. Did he prefer the presence of another to being left alone?
3. How did he respond to a person speaking to him? Speaking in his presence?
4. Did he listen for and recognize familiar footsteps? Voices? Faces?
5. Did he respond to animated facial expression?
6. Did he prefer companionship of any particular person?
7. Did he respond to his name?
8. Did he try to attract attention to himself?

B. Cooperation
1. Did he try to cooperate or help himself in dressing? Washing? Toileting? Feeding?
2. What provisions are made to encourage cooperation and self help?
3. Did he carry out simple commands? Inhibit simple acts on command?

C. Comments on his social development

D. What does his home environment provide to aid or retard his social development?

V. Emotional Development: Record incidents of emotional behavior.

A. What was the stimulus (or stimuli) and the response of the child in the following emotional displays: Affection? Pleasure? Joy? Anger? Jealousy? Fear? Anxiety? Others?

B. What was his general emotional mood while you saw him? Discontented, stable, cried easily, excitable, withdrawn, apprehensive, irritable, complaining. Cite evidence.

C. What does the home environment provide to aid (or retard) emotional development?

VI. Miscellaneous remarks

A. Did you observe anything which you cannot fit into the outline, but which to you seemed significant? Describe.

PRESCHOOL OBSERVATION: SOCIAL BEHAVIOR

Record in diary record form as many instances as you are able to see of social behavior of the children. You may observe different children or different groups of children. Be sure to give names of the children involved, and enough of the surrounding circumstances to make the incident clear.

Social Behavior

Record one or more incidents which give evidence of a child's or children's understanding or lack of understanding of property rights.

Record one or more instances of physical contact between two children, either of the affectionate or hostile type.

Record one or more examples of leadership or attempted leadership.

Record one or more incidents in which children cooperate in the use of play materials or in some other way.

Record examples of each of the following types of play:

- Solitary
- Parallel
- Shifting group
- Organized cooperative group

Record full an instance in which a teacher influences the social behavior of children.

HMCD 362

PRESCHOOL OBSERVATION: EMOTIONAL BEHAVIOR

Date of Observation:
Place of Observation:

Emotional Behavior

Record as many instances as you can of emotional behavior. They may involve happiness, joy, contentment, affection, anger, fear, excitement, sympathy or other emotional moods. Be sure that your account makes clear the following:

Activity in which child was engaged when the emotion was evidenced.
Child's attitude just previous to the response.
Apparent cause - what led to or set off the emotional behavior.
Intensity, form and duration of the emotional behavior.
The child's attitude following the incident.

Personality Development

Record any examples of a child's effort toward development of:

His sense of autonomy
His sense of initiative
His sense of accomplishment

Potentialities for Spiritual Development

Record as many instances as you see of a child's quest for a better understandin of his relation to his world; for example, interest in things of nature, interest in and respect for other people. A "sense of wonder." (See discussion pp. 450-453 in your text - Breckenridge and Murphy)

Teacher Guidance

Record any examples of teacher's influence upon child's emotional and/or spiritual development.

HMCD 362

PRESCHOOL OBSERVATION: MENTAL DEVELOPMENT

Date of Observation:
Place of Observation:

Speech

Record a five-minute interval of each of three children's speech. Focus on one child's speech during each of the intervals. Note name and age of the child you are observing. Record everything he says during the five-minute interval, taking it down just as it sounds, including imperfections, and give enough of the surrounding circumstances to give some meaning to the speech of the child being observed. Analyze each of the samples of speech as follows and give examples from your data:

Amount - How many words did he use during the observation? Compare with others observed in his age group and with statements from your reading.
Average length of sentence - Compare with your reading.
Parts of speech used - Compare with your reading.
Vocabulary - any unusual words? How many different words did he use? Compare with your reading.
Did he omit some sounds or substitute others for them?
Note any stuttering or repetition of words.
Did he rely on language to make his wants known? Did he use other means of communication?

Sensory Perceptions

What evidence, in speech or action, did you observe during the hour which indicated a child's awareness of color, texture, form, size, shape, sound, time, distance, space or other sensory perception? Give specific incidents as they occurred. Note each child's name and age.

Reasoning and Problem Solving

Record any evidence of reasoning and/or problem solving by any child observed during the hour. In case of problem solving, analyze the steps involved. (See text, p. 395) Note each child's name and age.

Attention Span

Record length of time a child's attention is held for each of three or more activities, chosen at random.
What held his attention longest? The least? Note each child's name and age.

Imagination

Record any examples observed of a child's use of imagination. Note each child's name and age.

Memory

Record any evidences of a child's memory? Note name and age of child.

Adult Guidance

Note any examples of adult's help or encouragement of children's mental development.

HMCD 362

PRESCHOOL OBSERVATION: EATING BEHAVIOR

Date of Observation:
Place of Observation:

A. Individual Observation

Observe a child whom you can see easily and make a record of his behavior during the meal being sure to include the following:

Amount of food served and eaten:
- Indicate approximately the amount of each food on his plate.
- How does the amount compare with servings of the other children?
- Does he finish all food or leave some on plate? Have second servings?

Time spent:
- Record time he starts eating.
- Record time child finishes main course, whole meal.
- How does this compare with time taken by others of the group?

Reaction to food:
- What food does he eat first? Which does he leave until last?
- Record his comments on food or other conversation.

Mechanics of eating
- Which hand does he use? Does he use fork or spoon?
- Record manipulation of silver, glass, dishes, food, etc. as the meal proceeds.

Guidance:
- What help does the teacher give this child?
- Record any directions or reminders given.

B. General Observation

1. Menu. (Students' bulletin board) Discuss:
   a. Nutritional value
   b. Ease of serving and eating by children of this age
   c. Variety of flavor, texture and color

2. Food service:
   a. How was the food served?
   b. How did the children participate in the service?
   c. Comment on the advantages and disadvantages of this method

3. Dining room set-up
   a. Number of tables, number of children per table, number of teachers
   b. Size of chairs and tables
   c. Kind and size of dishes, silver, glasses, napkins
   d. Light, ventilation, general atmosphere of room

HMCD 362

Preschool Observation
Physical and Motor Development

Place:
Date:
Time:
Name & age of subject:

Observe one hour, watching (if possible) one child. If child you are observing leaves, observe another in the group. Write a diary record describing all the motor activities of each subject observed. To make report of observation, organize your data according to this outline.

I. Physical Development

If observing in Laboratory Preschool secure children's heights and weights from bulletin board. How do your subject's measurements compare with those of others in his group? With Watson-Lowery's chart?

Describe body build and proportions, posture, physical features such as color and quality of skin, hair and eyes, voice quality.

What evidence did you have during your observation of child's energy level?

What evidences of good or poor health did you see in your subject?

II. Motor Skills

A. Large muscle activity

Record carefully as many of the following activities as you observed your subject doing. Describe his body movements in each activity. Note useless movements, failures, partial successes, as well as final achievements:
Walking, running, crawling, sitting down, climbing, balancing, swinging, jumping, throwing, riding tricycle or wagon, lifting and placing heavy objects (such as large blocks, chairs, boards, boxes, ladders), going up or down stairs, using a broom.

Did he stumble or fall? Describe the incident.

Did he change direction with ease when walking or running? Describe the incident.

B. Finer Coordinations

Record child's use of hands in manipulation of small objects such as puzzles, small blocks, crayons, paint brushes, scissors, doll clothes, dishes, sand toys, fastenings on his clothing.

Did he show hand preference? Give examples.

Was he able to use both hands together (such as hold jacket with one hand while pulling zipper with the other)? Give examples.

Did he oppose thumb and finger in grasping or use whole hand? Give examples.

III. Teacher Guidance

Note any examples of teacher's help or encouragement of any child's motor development

HMCD 362

OBSERVATION OF SCHOOL AGE CHILD

Observe one boy or one girl

1. Describe his physical appearance. Does he show consciousness of his appearance?

2. What relationships does this child have with other children? What evidence have you on this point?

3. Did he have opportunities to draw attention to himself. In what ways? What use did he make of these opportunities?

4. Note evidence of his degree of responsibility and independence or his lack of these qualities.

5. Was he alert and interested in play? What things interested him? If not interested, do you have any clues which might indicate possible reasons for his apathy?

6. Give evidence of the amount and kind of activity he engaged in during the observation. Describe his degree of skill.

7. Did he have ways of behaving or habits which seem different from those of other children his age? Describe.

8. Record any snatches of conversation or other indications of the child's understanding of time, number, causal relationship, events outside his own immediate environment of home or school.

9. If you have an opportunity to see your subject with others or can get any evidence from his conversation, note the following:

    1. Compare his appearance with that of others. Is he aware of his differences?

    2. Note his degree of motor skill as compared with his peers.

    3. Note sex differences in play.

    4. Were the children noisy? What things did they shout to each other?

    5. Note any evidences of groups of children which try to exclude others.

    6. Note any self-imposed rules or standards of conduct; any criticisms of each other.

APPENDIX B

Questionnaire I

Student Evaluation of

Directions for Observing in ECD 362

1. If you were giving information to a friend who was just beginning this class, would you give more information, the same amount of information, or less information than was given to you on the following items?

	More	Same	Less
A. Information on how to conduct yourself as an observer.			
B. Information given on how to record information during the observation.			
C. Information given on what to record during the observation.			
D. Information on giving oral reports.			
E. Information given on how to organize and write reports.			

2. If you would have given more information to your friend on any of the above items, what additional information would you have given?

[illegible]

[illegible]

[illegible]

APPENDIX C

Questionnaire II

[illegible]

[illegible]

[illegible] the following [illegible] [illegible] [illegible] [illegible] [illegible] within the [illegible] [illegible] [illegible]

Group A	Group B
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

In the table below, tabulate your evaluation of the clarity of each section as follows: In column 1, state specific statements that seemed unclear to you; underline or explain that part which was confusing. In column 2, indicate how the statement could be made more clear.

Page or Outline	1. Statements which were confusing	2. How to clarify

[illegible]

[illegible] suggestion for an [illegible] observation.

In column 2, indicate parts you would cut, if you would shorten it.

In column 3, write in items you would add, if you would expand it.

[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

APPENDIX D

Report Forms Given to Students Winter Term, 1965

Report form for Infant Observation

Report form for Eating Behavior

Report form for Intellectual Development

Report form for Emotional Behavior

HMCD 362 Report of Infant Observation

Date: Time: Place:

I. Description of the child
   A. Name

   B. Age

   C. Physical characteristics
      1. Color and texture of skin.

      2. Color and texture of hair

      3. Color and firmness of nails

      4. Color and clarity of eyes

      5. Teeth: Number and names

      6. Weight: Height:
         How do these compare with expected increases in both weight and height? See text - pp. 278-279, pp. 284-285 and Watson Lowrey Height-Weight Chart.

      7. Describe his body proportions as compared with newborn's proportions.

D. Physical care
   1. Daily schedule of eating, including foods and amounts served; sleeping; bathing; toileting; time outdoors.

   2. Child's acceptance of routines.

II. Motor Development
Cite incidents which describe his movements as to how he did or tried to do any of the following activities:

A. Control of head
   1. Lifted head when lying prone

   2. Held head erect when he was held in upright position

3. Focused his eyes on objects.

B. Control of trunk
1. Lifted his chest when lying prone.

2. Rolled from side to back, with or without help.

3. Rolled from back to side, with or without help.

4. Rolled from stomach to back, with or without help.

5. Rolled from back to stomach, with or without help.

6. Sat, with or without support.

C. Control of arms and hands
1. Waved his arms at random.

2. Reached for objects. Was he persistent in reaching

3. Coordinated eye-hand movements.

4. Grasped objects in both hands.

5. Grasped objects in one hand.

6. Coordinated hand-to-mouth movements.

7. Showed preference for use of one hand.

8. Threw objects.

D. Control of legs and feet
   1. Pushed with feet when lying down.

   2. Made stepping movements when held erect with feet touching a flat surface.

   3. Supported own weight (Partially or wholly).

E. Combination of bodily controls
   1. Got himself into a sitting position, with or without help.

2. Stood, with or without help.

3. Locomotion
   a. Wiggled and squirmed when lying down.

   b. Hitched along when in a sitting position.

   c. Crept on all fours.

   d. Pulled himself to a standing position.

   e. Got down from a standing position.

   f. Climbed stairs or on furniture.

   g. Walked, with or without help.

III. Intellectual Development
Record incidents which give evidence of any of the following:
A. Sensory perceptions.
   1. Taste

2. Smell.

3. Sounds.

4. Temperature.

5. Texture.

6. Form.

7. Size.

8. Color.

9. Distance.

B. Language Development
1. Turned to the person speaking.

2. Made random sounds.

3. Smiled.

4. Laughed aloud.

5. Used gestures.

6. Understood simple words or commands.

7. Made sounds which have meaning to one who has learned to recognize them.

8. Named familiar objects at sight.

9. Used recognizable words.

10. Used simple sentences.

C. Imitation
   1. Imitated sounds.

2. Imitated movements.

3. Did simple "tricks," such as peek-a-boo.

IV. Social Development.
Record incidents which give evidence of any of the following.
A. Personal - social
1. Responded to presence of or being handled by familiar person.

2. Responded to presence of or being handled by unfamiliar person.

3. Preferred the presence of another to being left alone.

4. Responded to a person speaking to him.

5. Responded to a person speaking in his presence.

6. Listened for and recognized familiar footsteps; voices.

7. Responded to animated facial expression.

8. Preferred companionship of particular persons.

9. Responded to his name.

10. Tried to attract attention to himself.

B. Cooperation

1. Tried to cooperate or help himself in dressing, washing, toileting, or feeding.

2. Carried out simple commands.

3. Inhibited simple acts on command.

V. Emotional Development

Record incidents of emotional behavior giving the stimulus (or stimuli) and the response of the child in any of the following emotional displays:

1. Affection.

2. Contentment.

3. Joy.

4. Anger.

5. Jealousy.

6. Fear.

7. Anxiety.

VI. Miscellaneous remarks
Did you observe anything which you cannot fit into the outline, but which to you seemed significant? Describe.

HMCD 362

Preschool Observation
Report of Eating Behavior

Observer:
Lecture Section:

Date: Time: Place:

Head Teacher: Age range of group:

I. Individual Observation Name: Age:

A. Amount of food served and eaten
1. The amount, in tablespoons, of each food served him.

2. Compare amounts with servings of other children at his table.

3. Did he finish all foods?
Did he leave some--what part of servings?

Did he have additional helpings--what and how much?

B. Time spent
1. Time he started eating:
2. Time he finished main course:
Time he finished the whole meal:
3. Compare with time taken by others at his table.

C. Reaction to food
1. What food did he eat first?
2. What food in the main course did he leave until last?

3. Quote his comments on food and other conversation.

D. Mechanics of eating
1. Did he show a hand preference in eating? Give evidence.

2. Did he use a fork or spoon or both? Cite evidence.

3. Describe his manipulation of silverware, glass, dishes, and food as the meal progressed.

E. Guidance

1. What physical help did the teacher give this child?

2. Quote verbal directions and reminders given.

II. General Observation

A. Menu

1. List chief nutrients -- vitamins, minerals, protein and carbohydrates -- provided in each food served.

2. Evaluate ease of serving and eating by children of this age.

3. What variety of flavors was provided by various foods -- sweet, sour, tart, salty, bland, etc.

4. What variety of textures was provided by various foods -- soft, crisp, chewy, rough, coarse, fine, smooth.

5. What variety of colors was provided by various foods.

B. Food service
1. How was the food served?

2. How did the children participate in the service?

3. Note advantages and disadvantages of the method used.

C. Dining room set-up
1. Number of tables, of children per table, of teachers per table.

2. Height of tables and chairs.

3. Kind and size of dishes, silver, glasses, napkins.

4. Light, ventilation, general atmosphere of room.

HMCD 362

Preschool Observation
Report of Intellectual Development

Observer:
Lecture Section:

Date: Time: Place:

Head Teacher: Age range of Group:

I. Language

A. Records of language:

Record the 5-min. sample of each of two children's language. Put number of words per sentence at end of each sentence. e.g., "Give it to me!" 4 "It's mine." 2

1. Name: Age:
   Record:

2. Name: Age:
   Record:

B. Tabulate from your records of the two children's speech:

	Amount	Length	Complexity	Vocabulary	Parts of Speech Used
Subject's Name and Age	Total Number of words recorded	Average words per sentence	Kinds of sentences: a) Incomplete b) Simple c) Compound d) Complex e) Compound-Complex	Number of different words	Examples of: a. Nouns b. Pronouns c. Verbs d. Adjectives e. Adverbs f. Prepositions g. Conjunctions h. Interjections
Sample: Name: Fred Crenshaw Age: 3 yr. 6 mo.	56	4.7	a. 3 b. 7 c. 1 d. 1 e. 0	38	a. hat, truck, Jerry, book b. I, me, him, you, mine c. can, give, do d. my, your, red, pretty e. fast, now f. to, over, from g. and, but h. hey, oh
Name: Age:			a. b. c. d. e.		a. b. c. d. e. f. g. h.
Name: Age:			a. b. c. d. e.		a. b. c. d. e. f. g. h.

C. Compare each child with the other and with normative standards for his age, as described in your readings, in each of the five areas tabulated. Suggested references for normative standards include:

Breckenridge and Murphy, Growth and Development of the Young Child, 7th Edition, pp. 377-381

Breckenridge and Vincent, Child Development, 4th Edition, pp. 409, 410

Jersild, A., Child Psychology, 5th Edition, pp. 306-308

1. Amount of Speech.

2. Length of Sentences.

3. Complexity of sentences, i.e., completeness and kinds. Include samples of different kinds of sentences used.

4. Vocabulary: Size and quality. Include any unusual words.

5. Parts of Speech: Extent and correct usuage. Note any errors in use of parts of speech, e.g., Incorrect pronoun "Me can."

D. Enunciation. Give any examples from your speech records of omissions of sounds, eg., "ike" for "like;" substitutions, e.g., "wed" for "red;" slurring together, e.g., "Com'ere" for "Come here."

1. Name:
   Examples:

2. Name:
   Examples:

E. Note any examples from your records of stuttering, eg., "d-d-d-don't," or repetition, e.g., "May, may, may I?"

1. Name:
   Examples:

2. Name:
   Examples:

F. Give a few examples from your records of child's reliance on speech as a means of communication. e.g., "Give it to me." "I need some paint." "Do you want to play?"

1. Name:
   Examples:

2. Name:
   Examples:

G. Give a few examples from your records of use of non-verbal means of communication, e.g., Fred <u>snatched</u> the truck from Jerry. Susan <u>patted</u> Jane's cheek and <u>smiled</u> at her.

1. Name:
   Examples:

2. Name:
   Examples:

II. Sensory Perceptions: Give examples of three different kinds of children's sensory perceptions you observed among any of the children, such as: shape, size, color, texture, time, weight, distance, temperature, number, sound, smell, taste.
Sample: Kind of sensory perception: Texture. Example: Netherly 4 yr. 11 mo., slowly moved her chin over the surface of the fur on her collar. She hunched her shoulders and laughed. "It tickles," she said.

A. Kind of perception:
   Name: Age:
   Example:

B. Kind of perception:
   Name: Age:
   Example:

C. Kind of perception:
   Name: Age:
   Example:

III. Reasoning. Cite an example of reasoning. e.g., Joan, 4 yr. 6 mo., let Lucy hold her doll and said, "You have to give her back, cause I have to take her home."
   Name: Age:
   Example:

IV. Problem-solving: Cite an example of problem solving in which you have analyzed it to show the steps in problem solving.
   Name: Age:
A. Situation which led to the problem

B. Steps in problem-solving
   1. Location of the problem:

   2. Consideration and/or trial of possible solutions:

   3. Evaluation of solutions:

C. Was the problem solved to the child's satisfaction? Give evidence.

V. Imagination: Cite examples of imagination.
   1. Name: Age:
      Example:

   2. Name: Age:
      Example:

VI. Memory: Cite an example of memory.
   1. Name: Age:
      Example:

VII. Guidance: Cite two instances to illustrate adult guidance in furthering children's intellectual development.

1. Child's name: Age:
   Example:

2. Child's name: Age:
   Example:

HMCD 362

Preschool Observation
Report of Emotional Behavior

Observer:
Lecture Section:

Date: Time: Place:

Head Teacher: Age range of group:

I. Emotional expressions - Cite an example of each of three <u>different</u> kinds of emotions.
Example:

A. Kind of emotion: Anger

1. Activity engaged in:
John, 3 yr. 6 mo., and Tim, 3 yr. 4 mo., were seated at table. Each was manipulating a lump of clay before him.

2. Attitude previous:
John was intent on punching his clay. Laughed as he hit it hard.

3. Apparent cause:
Tim reached for John's clay, grabbed a handful and added it to his own.

4. Intensity and form:
John screamed loudly, hit at John, cried and called to teacher, "He took mine."

5. Duration:
John cried until the teacher came and persuaded Tim to give back the clay. (About 2 min.)

6. Attitude following:
John ceased crying, punched clay hard and laughed.

B. Kind of emotion:

1. Activity engaged in:

2. Attitude previous:

3. Apparent cause:

4. Intensity and form:

5. Duration:

6. Attitude following:

C. Kind of emotion:

1. Activity engaged in:

2. Attitude previous:

3. Apparent cause:

4. Intensity and form:

5. Duration:

6. Attitude following:

D. Kind of emotion:

1. Activity engaged in:

2. Attitude previous:

3. Apparent cause:

4. Intensity and form:

5. Duration:

6. Attitude following:

II. Personality development - Cite one example of each of <u>two</u> of the following three:

A. Sense of autonomy
Name: Age:
Example:

B. Sense of initiative
Name: Age:
Example:

C. Sense of accomplishment
Name: Age:
Example:

III. Potentialities for Spiritual Development - Cite one example of a child's quest for better understanding of the world.

Name: Age:
Example:

IV. Teacher Guidance - Cite one example of a teacher's influence upon the child's emotional and/or spiritual development.

Name: Age:
Example:

APPENDIX E

Questionnaire IV

Student Evaluation of

Observation Outlines for a Tot 502

Please answer the following questions as they pertain to each of the condensed outlines within the group you have been asked to evaluate.

Group A	Group B
Newborn	Infant
Physical and Motor of preschool	Mental - preschool
Eating - preschool	Social - preschool
Emotional - preschool	School - age

[illegible]

A. Clarity of Assignment

In the table below, tabulate your evaluation of the clarity of each outline as follows: In column 1, state specific statements from outlines which were not clear to you; underline or explain that part which was confusing. In column 2, indicate how the statement could be made more clear.

Name of Outline	1. Statements which were confusing	2. How to clarify

For each of the four outlines, tabulate your evaluation of extent as follows:
In column 1, check if you think the amount of material requested was a reasonable expectation for an hour's observation.
In column 2, indicate parts you would omit, if you would omit it. Why?
In column 3, indicate items you would add, if you would expand it. Why?

Name of Outline	1. Keep as is	2. Parts to Omit	3. Items to Add

[illegible] Did you find [illegible] your [illegible]? _____ yes, _____ no.
If "yes," in what way was the report more helpful?

[illegible] Did you find [illegible] your [illegible]? _____ yes, _____ no.
If "yes," in what way was the report more helpful?

C. Did you have [illegible] for your [illegible]? _____ yes, _____ no.
If not, indicate [illegible] you would like more space and how much it is [illegible]

[illegible]	[illegible]	[illegible]

D. If you used a typewriter, did you think the report form increased the difficulty of typing the report? _____ yes, _____ no. If "yes", why?

E. Did you have any objections to the report forms which have not been [illegible] in this, or [illegible]? _____ yes, _____ no. If "yes", please [illegible]

APPENDIX F

Questionnaire V

Evaluation of Observation Material

for HMCD 362

The observation directions and assignments in HMCD 362 have been undergoing a series of revisions from term to term during the past year. We would like your help in evaluating the materials you used this term so we can improve the materials for future class use.

No identifying information is required on the answer sheet. Please fill in the information asked for below. This report is anonymous. Use only a pencil.

Your Class _____

Cumulative G.P.A._____

Approximate Grade in this Course at this Time_____

DIRECTIONS: Using the answer sheet, blacken the space next to the number which most nearly indicates your response to the component being considered. Do not respond on this form. There are no "right" or "wrong" answers. Give your honest opinion. You do not need to put your name on the answer sheet.

A. HELPFULNESS OF GENERAL DIRECTIONS

1. The kind of information given on How to conduct yourself as an observer was:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

2. The kind of information given on How to record information during the observation was:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

3. The kind of information given on What to record during the observation was:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

4. The kind of information as to how oral reports were to be given was:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

5. The kind of information given on how to organize and write reports was:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

B. CLARITY OF OBSERVATION OUTLINES

6. Newborn The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat clear	Clear	Definitely clear

7. Infant The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

8. Physical Motor The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

9. Intellectual The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

10. Social The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

11. Emotional The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

12. Eating The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

13. School age child The outline of this observation was:

1.	2.	3.	4.	5.
Definitely not clear	Unclear	Somewhat Clear	Clear	Definitely Clear

C. HELPFULNESS OF REPORT FORMS

14. Infant When writing your observation report did you find the report form:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

15. Emotional When writing your observation report did you find the report form:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

16. Intellectual When writing your observation report did you find the report form:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

17. Eating When writing your observation report did you find the report form:

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

D. PURPOSES OF OBSERVATION

18. Do you feel that observing children is an important part of studying child development?

1.	2.	3.	4.	5.
Of no importance	Of little importance	Somewhat important	Important	Very important

19. Did your observations help you to understand the theories concerning behavior and development.

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

20. Did your observations help you to recognize and understand the individual differences of children?

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

21. Did your observations help you to understand the needs and capabilities of individual children?

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

22. Do you feel that your observations of children are helpful to you in understanding yourself and others?

1.	2.	3.	4.	5.
Of no help	Of little help	Somewhat helpful	Helpful	Very helpful

E. EXTENT OF DIRECTIONS AND ASSIGNMENTS

23. General Directions Did you find the length of these directions to have:

1.	2.	3.	4.	5.
No detail	Insufficient detail	Adequate detail	More than adequate detail	Much too detail - confusing

24. Newborn How did you feel about length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

25. Infant How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

26. Physical-Motor How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

27. Intellectual How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

28. Social How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very Short	Somewhat short	Satisfactory length	Somewhat long	Very long

29. Emotional How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

30. Eating How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

31. School age child How did you feel about the length of this observation assignment?

1.	2.	3.	4.	5.
Very short	Somewhat short	Satisfactory length	Somewhat long	Very long

ADDITIONAL COMMENTS

Do you have any further suggestions on how the observation materials might be changed? Write your comments below or on the reverse side.

MICHIGAN STATE UNIVERSITY

ME _____ DATE _____ STUDENT NO. _____ SEX M F
LAST FIRST MIDDLE

URSE NAME _____ COURSE NO. _____

ION _____ INSTRUCTOR _____

ME OF TEST _____ FORM 18

BE SURE YOUR MARKS ARE HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWER CHANGED

STUDENT NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

1 2 3 4 5	2 1 2 3 4 5	3 1 2 3 4 5	4 1 2 3 4 5
1 2 3 4 5	6 1 2 3 4 5	7 1 2 3 4 5	8 1 2 3 4 5
1 2 3 4 5	10 1 2 3 4 5	11 1 2 3 4 5	12 1 2 3 4 5
1 2 3 4 5	14 1 2 3 4 5	15 1 2 3 4 5	16 1 2 3 4 5
1 2 3 4 5	18 1 2 3 4 5	19 1 2 3 4 5	20 1 2 3 4 5
1 2 3 4 5	22 1 2 3 4 5	23 1 2 3 4 5	24 1 2 3 4 5
1 2 3 4 5	26 1 2 3 4 5	27 1 2 3 4 5	28 1 2 3 4 5
1 2 3 4 5	30 1 2 3 4 5	31 1 2 3 4 5	32 1 2 3 4 5
1 2 3 4 5	34 1 2 3 4 5	35 1 2 3 4 5	36 1 2 3 4 5
1 2 3 4 5	38 1 2 3 4 5	39 1 2 3 4 5	40 1 2 3 4 5
1 2 3 4 5	42 1 2 3 4 5	43 1 2 3 4 5	44 1 2 3 4 5
1 2 3 4 5	46 1 2 3 4 5	47 1 2 3 4 5	48 1 2 3 4 5
1 2 3 4 5	50 1 2 3 4 5	51 1 2 3 4 5	52 1 2 3 4 5
1 2 3 4 5	54 1 2 3 4 5	55 1 2 3 4 5	56 1 2 3 4 5
1 2 3 4 5	58 1 2 3 4 5	59 1 2 3 4 5	60 1 2 3 4 5
1 2 3 4 5	62 1 2 3 4 5	63 1 2 3 4 5	64 1 2 3 4 5
2 3 4 5	66 1 2 3 4 5	67 1 2 3 4 5	68 1 2 3 4 5
1 2 3 4 5	70 1 2 3 4 5	71 1 2 3 4 5	72 1 2 3 4 5
1 2 3 4 5	74 1 2 3 4 5	75 1 2 3 4 5	76 1 2 3 4 5
1 2 3 4 5	78 1 2 3 4 5	79 1 2 3 4 5	80 1 2 3 4 5
1 2 3 4 5	82 1 2 3 4 5	83 1 2 3 4 5	84 1 2 3 4 5
1 2 3 4 5	86 1 2 3 4 5	87 1 2 3 4 5	88 1 2 3 4 5
1 2 3 4 5	90 1 2 3 4 5	91 1 2 3 4 5	92 1 2 3 4 5
1 2 3 4 5	94 1 2 3 4 5	95 1 2 3 4 5	96 1 2 3 4 5
1 2 3 4 5	98 1 2 3 4 5	99 1 2 3 4 5	100 1 2 3 4 5
1 2 3 4 5	102 1 2 3 4 5	103 1 2 3 4 5	104 1 2 3 4 5
1 2 3 4 5	106 1 2 3 4 5	107 1 2 3 4 5	108 1 2 3 4 5
1 2 3 4 5	110 1 2 3 4 5	111 1 2 3 4 5	112 1 2 3 4 5
1 2 3 4 5	114 1 2 3 4 5	115 1 2 3 4 5	116 1 2 3 4 5
1 2 3 4 5	118 1 2 3 4 5	119 1 2 3 4 5	120 1 2 3 4 5
1 2 3 4 5	122 1 2 3 4 5	123 1 2 3 4 5	124 1 2 3 4 5
1 2 3 4 5	126 1 2 3 4 5	127 1 2 3 4 5	128 1 2 3 4 5
1 2 3 4 5	130 1 2 3 4 5	131 1 2 3 4 5	132 1 2 3 4 5
1 2 3 4 5	134 1 2 3 4 5	135 1 2 3 4 5	136 1 2 3 4 5
1 2 3 4 5	138 1 2 3 4 5	139 1 2 3 4 5	140 1 2 3 4 5
1 2 3 4 5	142 1 2 3 4 5	143 1 2 3 4 5	144 1 2 3 4 5
1 2 3 4 5	146 1 2 3 4 5	147 1 2 3 4 5	148 1 2 3 4 5
2 3 4 5	150 1 2 3 4 5	151 1 2 3 4 5	152 1 2 3 4 5
1 2 3 4 5	154 1 2 3 4 5	155 1 2 3 4 5	156 1 2 3 4 5
1 2 3 4 5	158 1 2 3 4 5	159 1 2 3 4 5	2 3 4 5
1 2 3 5	162 1 2 3 4 5	163 1 2 3 4 5	2 3 4 5
1 2 3 5	166 1 2 3 4 5	167 1 2 3 4 5	2 3 4
1 2	2 3 4 5	171 1 2 3 4 5	

APPENDIX G

"A Manual for Child Study"

M A N U A L F O R

C H I L D S T U D Y

HMC 362

Bernice D. Borgman
Bernadette M. Randall

Michigan State University

TABLE OF CONTENTS

PART I

INTRODUCTION

REQUIREMENTS FOR THE COURSE

Read required assignments and some optional readings.

Observe: 9 one-hour observations as follows:

1 of newborn in film
1 of infant in class
1 of infant in his home: A child between 5 - 12 months. Make your own plans with the child's mother.
5 of preschoolers in the Laboratory Preschool and Spartan Nursery School:*
- 1 of eating behavior
- 1 of physical and motor development
- 1 of intellectual development
- 1 of social development
- 1 of emotional development

1 of a school-age child, 7 - 12 years old, in his home, neighborhood, or a group such as Sunday School, scouts, school, play ground, etc. Make your own plans.

* You will be assigned an hour per week for five weeks. Your hour for observation in the laboratory will be the same from week to week, except the week that you observe eating. See Assigned Observations page 37.

Report on Observations:

3 oral reports in discussion periods, usually on alternate weeks. See Schedule of Lectures, Discussions, and Examinations, page 3.

4 written reports, due on the first class period in the week following the week the observation was made. These will cover the observations of one infant and those made in the Laboratory Preschool and Spartan Nursery School of eating, intellectual development, and emotional development.

Examinations: Three

Midterm: One-hour objective exam over prenatal and infancy periods.

Midterm: One-hour objective exam over preschool period.

Final: Two-hour objective final over entire course.

COURSE OUTLINE AND READING ASSIGNMENTS

Texts: 1. Breckenridge, M. and M. N. Murphy. Growth and Development of the Young Child, 7th Edition.

2. Breckenridge, M. and E. L. Vincent. Child Development, 5th Edition.

References preceded by an asterisk are required readings; others are optional. Some optional reading is recommended for all students. The first time a reference appears the full author and title is given; thereafter, only the author's names are given.

I. Introduction

A. Concepts of Growth

*1. Breckenridge and Murphy. pp. 3-34.

*One of the following:
2. Breckenridge and Vincent. pp. 1-34. Some general principles of development.
3. Stone, L. and J. Church. Childhood and Adolescence. pp. 33-37. Principles of development.
4. Martin, W. E. and C. B. Stendler. Child Behavior and Development. Chpt. 4. Principles of growth and development.

B. Home and Family as Background for Growth

1. Breckenridge and Murphy. pp. 36-93. This reviews some of the concepts of HMC 261, Human Development in the Family.

II. Prenatal Development

*1. Breckenridge and Murphy. pp. 95-146. Life begins.
2. Martin and Stendler. pp. 127-150. Beginning of life.
3. Stone and Church. pp. 10-28. Birth of the baby.
4. U. S. Children's Bureau Publication No. 4. Prenatal Care.

III. The Infant

A. The Newborn

*1. Breckenridge and Murphy. pp. 146-152.

*One of the following:
2. Rand, Sweeny and Vincent. Growth and Development of the Young Child. 3rd Edition. pp. 1-20.
3. Martin and Stendler. pp. 151-156. The neonate.
4. Stone and Church. pp. 3-10. The newborn.

B. Physical Needs of Young Children

*1. Breckenridge and Murphy. pp. 154-160, 164-175, 186-220, 231-267.
2. U.S. Children's Bureau Publication No. 8. Infant Care.
3. Stone and Church. pp. 66-81. Trends in Child Care.

C. Physical and Motor Development

*1. Breckenridge and Murphy. From pp. 278-327 select material which refers to infancy. Also pp. 329-341, 342-352, 355-357.
2. Stone and Church. pp. 51-58. The infant.
3. Jersild, A. Child Psychology. 5th Ed. 94-100. Motor Development.

D. Intellectual Development

*1. Breckenridge and Murphy. pp. 360-378.
2. Jersild. pp. 41-45, Behavior at birth; 55-62 Learning in first days and weeks.
3. Strang, R. An Introduction to Child Study, 4th Edition. pp. 92-111. How a baby learns.

E. Emotional and Social Development

*1. Breckenridge and Murphy. pp. 160-164, 175-184, 267-275. Psychological Needs. pp. 417-421, 422-426, 435-439. Emotional and Social Development.
2. Breckenridge and Vincent. pp. 68-101. Emotional influences on growth.
3. Stone and Church. pp. 58-66. Foundation of Basic Trust.
4. Jersild, pp. 235-243, 250-251. The meaning of emotion. pp. 127-153 Affection. pp. 171-178. First steps in the social world.
5. U.S. Children's Bureau Publication 377. A Healthy Personality for Your Child. pp. 1-10.
6. Strang. pp. 112-125. Problems of development during the first two years.
7. Watson, R. Psychology of the Child. pp. 222-243. Psychological development in infancy.
8. Martin and Stendler. pp. 161-199. Impact of society and culture.

F. General Summary of Infancy

*One of the following:
1. Gesell, A. How a Baby Grows.
2. Jenkins, G., Schacter and Bauer. These are Your Children. Ch. 2 and 3, pp. 285-289.
3. Spock, B. The Baby's First Year.
4. U. S. Children's Bureau Publication No. 8. Infant Care. pp. 5-7. The Newborn. pp. 69-81. How a baby develops and learns.

IV. The Preschool Child

A. Physical and Motor Development

*1. Breckenridge and Murphy. From pp. 278-327 select material referring to preschool years. Also pp. 221-230 and pp. 341, 352-355, 357-358.
2. Jersild. pp. 101-111. Later features of motor development.
3. Watson. pp. 309-315. Motor development in early childhood.

B. Intellectual Development

*1. Breckenridge and Murphy. pp. 378-413.
2. Stone and Church. pp. 175-192. Thinking and Perceiving.
3. Crow, L. D. and Crow, A. Child Development and Adjustment. pp. 149-156. Language development of preschool child.

C. Emotional and Social Development

*1. Breckenridge and Murphy. pp. 421-422, 426-435, 439-454.
2. Watson, pp. 315-339. Emotional development in early childhood. pp. 375-408. Psychosocial development in early childhood.
3. Jersild. pp. 255-286. Fear. pp. 287-298. Anger. pp. 178-198. First steps in a social world.
4. Stone and Church. pp. 145-164. Meeting people, play and fantasy, self-awareness.
5. U. S. Children's Bureau Publication No. 377. Healthy Personality for Your Child. pp. 6-12.

D. Guidance Related to Personality Development

*1. Breckenridge and Murphy. pp. 456-480.

E. General Summary of Preschool Period

*1. Breckenridge and Murphy. pp. 482-493.

*One of the following:
2. Jenkins, Schacter and Bauer. Chap. 4, 5, and pp. 290-291.
3. U. S. Children's Bureau Publication No. 30. Your Child From One to Six.
4. Breckenridge and Vincent. pp. 419-424. Summary of growth achievements.

V. School-Age and Adolescence

A. Physical and Motor Development

*1. Breckenridge and Vincent. Chap. 7 and Chap. 8.
2. Frank, L. K. and M. Frank. Your Adolescent at Home and in School. pp. 21-36. Physical growth and development in adolescence.
3. Hutt, M. and R. Gibby. The Child. pp. 306-316. The crisis of puberty.

B. Intellectual Development

*1. Breckenridge and Vincent. Chap. 9, 10, 11.
2. Stone and Church. pp. 239-248. Cognitive functioning.
3. Crow and Crow. pp. 159-177. Language development.
4. Frank and Frank. pp. 221-240. Enlarging the high school program.

C. Social and Emotional Development

*1. Breckenridge and Vincent. Chap. 12, 13, 14.
2. Jersild. pp. 199-231. Peer relationships in later childhood.
3. Martin and Stendler. pp. 347-376. The child in school.
4. Stone and Church. pp. 206-224. Society of children. 224-237. Sex roles.
5. Redl, F. "Preadolescents - What Makes Them Tick?" in Seidman, J. M. The Child. pp. 609-620.
6. Hutt and Gibby. pp. 333-347. School adjustment.
7. Frank and Frank. pp. 151-188, Living with the adolescent. pp. 189-209, Family crisis.

D. General Summary of School Age and Adolescence

*One of the following:
1. Breckenridge and Vincent. pp. 424-432. Summary of growth achievements.
2. Jenkins, Schacter and Bauer. Chap. 6, 7, and 8 and pp. 292-293. Early school years. Chap. 9 and 10 and pp. 294-297. Later school years. Chap. 11 and pp. 298-299. Adolescence.
3. Stone and Church. Chap. 12. Becoming Mature.
4. U. S. Children's Bureau Publication No. 324. Your Child Six to Twelve.
5. U. S. Children's Bureau Publication No. 347. The Adolescent in Your Family.

REFERENCES ON RESERVE IN MSU LIBRARY

In Education Reading Room

BF 724 .C7	Crow, L. D., and Crow, A.	Child Development and Adjustment
BF 721 .H83	Hutt, M., and Gibby, P.	The Child
BF 721 .J4 1960	Jersild, A.	Child Psychology
LB 5 .N25 V.61, Pt.1	National Soc. Study of Education,	Individualizing Instruction
BF 721 .S82	Stone, L., and Church, J.	Childhood and Adolescence
LB 1115 .S8 1959	Strang, R.	Introduction to Child Study, 4th.ed.
BF 724 .F3 1955	U.S. Children's Bureau Publication, No. 347.	The Adolescent in Your Family
BF 721 .W33	Watson, R.	Psychology of Human Development

In Social Science Reading Room

HQ 796 .F76	Frank, L. K., and Frank, M.	Your Adolescent at Home and In School
HQ 774 f.G4	Gesell, A.	How a Baby Grows
HQ 785 .J4 1953	Jenkins, G. G., Schacter, H. and Bauer, W. W.	These Are Your Children, Revised ed.

HQ 772 .M285 1959	Martin, W. and Stendler, C.	Child Behavior and Development
HQ 796 .S424	Seidman, J. M.	The Adolescent

In Science Reading Room

649.1	Rand, W., Sweeny, M., and Vincent, E.	Growth and Development of the Young Child, 3rd ed.
649.1 .S762b	Spock, B.	The Baby's First Year
RG 525 .U55 1949	U.S. Children's Bureau Publication, No. 4.	Prenatal Care
RJ 61 .U71 1955	U.S. Children's Bureau Publication, No. 8.	Infant Care
RJ 61 .U7 1956	U.S. Children's Bureau Publication, No. 30.	Your Child From One to Six
649.1 F148y	U.S. Children's Bureau Publication, No. 324.	Your Child From Six to Twelve

References on Observing

In Education Reading Room

LB 1117 .C65	Cohen, Dorothy and Stern, Virginia	Observing and Recording the Behavior of Young Children
LB 1115 .S87	Suchman, J. Richards	Observation and Analysis in Child Development
	Carbonara, Nancy	Techniques for Observing Normal Child Behavior

In Science Reading Room

TX 1J3	Pease, D. and Pattison, M. "Observation: A Method of Learning About Children" J. Home Econ., 1956 48 (10): 755-757

WHY MAKE OBSERVATIONS AND RECORD THE BEHAVIOR OF CHILDREN

Children may be studied in a variety of ways. One may read results of other people's experience with and study of children, or one may study children first-hand by observing them in experimental situations and in their spontaneous activities, as well as interacting with them.

Observing children is an important part of studying child growth and development. "Studying child development without observing children makes about as much sense as studying astronomy without looking at the sky - particularly since children, like stars, are so numerous and readily available for observation if one looks in the right place at the right time."[4 pg. iv] Only by learning to see children as they are, and especially as they see themselves will we get our clues for a child's behavior. "Teachers of young children do not get very far when they ask children to explain themselves. Nor can they use the personality tests and questionnaires that help in understanding older children. For the present our best technique seems to be the careful gathering of evidence via the on-the-spot record."[2 pg. 1] One of the objectives of this course is to aid the student of child development to gain a greater understanding of children through observation.

Some of the things your observations will help you to understand more clearly are that:

1. <u>Theory is based on behavioral evidence</u> - "The student can never completely understand the concepts, principles, and norms of child growth and behavior until he has 'discovered' at least some of them for himself."[4 pg. iv] Behavioral evidence of the theory about which you read in texts can be observed first-hand as well as some of the causes of the child's behavior. By being able to observe the behavior of children you will be better able to understand the theories about which you read. "As an observer you are free to see just what is, as you watch behavior unfolding minute by minute."[1 pg 4] As an observer, you are able to devote your full time to the observation and recording of child behavior without having to participate in guiding the children in their various activities.

2. <u>Each child is unique</u> - "Observations of children offer many possibilities for learning - not only discovering causes of behavior but also accepting individual variations in growth."[3 pg. 755] As an observer you can see how children differ from one another and from accepted norms and can observe the characteristics which are unique to each child. You can observe a particular child's development in motor, intellectual, social, and emotional behavior.

3. <u>Each child has particular needs and capabilities</u> - By our observations we can gain valuable insights into the needs and capabilities of each child for the young child speaks with his entire body. Since he has a limited vocabulary the child often expresses himself through his eyes, the quality of his voice, his body posture, his gestures, his smiles, etc. "Children's behavior has been referred to as the 'unspoken language of children,' and it is this that we all try to tune in on."[1 pg. 3]

4. Interpretation of children's behavior gives clues to understanding ourselves and others - A child's behavior is easier to study than an adult's for it is less complex. Children usually do not try to hide their feelings and thoughts as adults often do. By observing a child's behavior in its obvious and simple expressions we gain insights into human behavior. Generalizations and principles thus derived may then be applied in attempting to understand the more complex behavior and more subtle expressions of adults. Through our observations of children we may be better able to understand other people and ourselves.

Thus we see that actual observation of children can be an important complement to the material presented in textbooks and lectures on the growth and development of children.

References

1. Carbonara, Nancy Trevorrow, Techniques for Observing Normal Child Behavior, 1961, University of Pittsburgh Press.

2. Cohen, Dorothy H. and Stern, Virginia, Observing and Recording the Behavior of Young Children, 1958, Bureau of Publications Teachers College, Columbia University, New York.

3. Pease, D., and Pattison, M. "Observation: A Method of Learning About Children," J. Home Econ., 1956, 48 (10).

4. Suchman, J. Richard, Observation and Analysis in Child Development, 1959, Harcourt, Brace, and Company, New York.

PART II

OBSERVATION OF INFANTS

SCHEDULE OF INFANT OBSERVATIONS

1st Week	Observe newborn on film and discuss.
1st or 2nd Week	Observe infant, 5 - 12 months, in his home, 1 hour. Write the report of observation to be handed in. It is due the first class period of the week following the week the observation was made.
3rd or 4th Week	Observe infant in class and discuss -- See Schedule of Lectures, Discussions, and Examinations, page 3, for dates.

RECORDING AND REPORTING OBSERVATION OF INFANT

I. Preparation for an Observation

A. Study the outline for the observation in advance so you are familiar with the nature of the data to be recorded. Bring the outline with you to refer to as needed during the observation.

B. Provide yourself with a notebook of a size you can conveniently hold in your hand approx. 5" x 8". A rigid cover is recommended to give you a surface upon which to write. A spiral-binding allows for convenient opening of the notebook.

C. Arrive for observation at the time and place scheduled. Get settled for observation as quietly and inconspicuously as possible.

II. Recording During the Observation

A. Begin record on new page.

B. At top of page record date, time, place of observation.

C. On each page leave a generous left-hand margin for later notes and analysis.

D. Record in diary record form, being sure to include material which is asked for in the outline. Do not attempt to organize while you are observing. See samples of diary record of on-the-spot-recording on pages 64-70, 79-83.

E. Objectively and accurately record factual information. See III B 4 page 15.

F. Record as much data as you can reasonably obtain during an hour. To secure the maximum you may use abbreviations and omit unnecessary words. A few times during the hour, momentarily stop observing to fill in your notes to make them more meaningful; then resume observing and recording. Be specific and detailed in your recording.

III. Reporting on Observations

A. Prepare for writing as follows:

1. Read observation notes carefully
2. With outline in hand, find data in your notes to illustrate the various parts of the outline.
3. Indicate in the left-hand margin of the notebook, opposite the illustrative data, the part of the outline it illustrates.

B. Written reports

1. Hand in at the first class of the week following the week the observation was made.

2. Type or write legibly in ink, using the form, Report of Infant Observation.

3. Present material in the order indicated on the outline. Report the data under appropriate headings. Report clearly and accurately from your observation record. Use past tense.

4. Report accurately what you actually saw and heard. Do not use vague terms, unsupported by evidence, such as: "seemed," "discovered," "realized," "noticed." You may use such terms in an interpretation of behavior and place it in parenthesis following the evidence; for example: "When his mother handed him a rattle, John grabbed it as he cooed, and kicked randomly." (He seemed to enjoy his mother's attention.) Do not use terms which exaggerate, such as "always," "never," "constantly," "every minute," "all the time," "all over the place," for example: "Susie constantly sucked her thumb." "Bill was always kicking his legs and throwing his arms into the air." "The baby crawled all over the place looking for her doll."

5. Mechanics of writing: You are expected to spell, capitalize, and punctuate correctly and to use grammatically correct sentence structure. Papers with excessive errors in mechanics of writing or papers poorly organized will be returned ungraded. They are not acceptable.

OBSERVATION OF NEWBORN

Condensed Outline for Use during Observation of Infant

I. Note general appearance of the newborn

A. Shape of head - front view, side view

B. Facial features
1. Proportion of lower part of face to upper part of skull
2. Shape of eyes, nose, cheeks, mouth, chin

C. The umbilical cord

D. Body proportions
1. Compare length of head, trunk, legs to each other and to total length
2. Compare circumference of head, chest, abdomen. Note shape of chest and abdomen
3. Compare size of pelvis and legs with upper trunk and head

E. Spontaneous postural positions and muscle tension
1. Of arms
2. Of legs
3. Of head and back when held upright or in sitting position

II. Activity - Reflex behavior

A. Note stimulus and response in each of these:
1. Rooting
2. Sucking
3. Swallowing
4. Sneezing
5. Moro
6. Babinski
7. Darwinian or grasping
8. Curving-in reaction of trunk
9. Straightening
10. Primary stepping
11. Passage

B. Describe evidences of infants' response to the following sensory stimuli:
1. Smell
2. Taste
3. Light
4. Sound
5. Temperature
6. Touch

C. What spontaneous activity did you observe? Describe.

III. What individual differences did you note among the several babies shown, such as: color of skin, hair, eyes; amount of hair; facial expression; other?

IV. Remarks - Include any other aspects of this observation which were of interest to you.

INFANT OBSERVATION

Directions: Before going to observe the child, study this outline carefully and check those characteristics which may be expected at the age of the infant observed. Sources of information on infancy are:

Breckenridge & Murphy, Growth & Development of the Young Child, 7th ed.

Physical development: pp. 278-306. Select material that pertains to infants. Also pp. 308-309, 311-317

Motor development: pp. 331-341, 342-352, 355-357

Intellectual development: pp. 360-372, 373-378, 387, 392, 394, 398-399

Social-Emotional development: pp. 417-421, 422-426, 435-439

Children's Bureau Publication, No. 8, Infant Care, pp. 69-81

Omit those parts of the outline which obviously do not apply to the age of the child being observed, e.g., if you observe a child who is walking, it is obvious that he can control his trunk and legs so omit II A, C, and D 1 and 2. For a baby not yet able to sit without help, II A, C, and D 1 would apply but D 2, 3, 4, and 5 would not, except perhaps for 5a.

During the observation make an accurate, detailed, running diary record of all that you observe. See sample below. If the mother gives you information of things you did not observe, note that this is information given by the mother. Leave generous left-hand margins.

After the observation, with outline at hand, indicate on margins opposite specific information in your record, points in this outline which were shown by the child observed, e.g.,

II A 1	Lay prone on floor, raised on elbows, eyes on ball, just
B 2, 3, 7	out of reach. Extended right arm toward ball. Rested on
C 1	forearms and stomach, flexed right knee and pushed with
D 5a, III B 2	right foot. Grunted as he moved forward toward ball.
	Waved extended right arm, finger tips touched ball. It
III A 6, 9	rolled away. Repeated moving, same manner. Again
	touched ball with right hand, it rolled. Hit hands on
V 4	floor, kicked feet, red-faced, frowned.

Condensed Outline for Use during Observation of Infant

Record date, time, and place of observation. Record in notebook in diary record form incidents observed and information obtained from the mother. Refer to this outline for types of information to secure. Omit items that do not apply.

I. Description of the child
   A. Name
   B. Age
   C. Physical characteristics
      1. Skin: color and texture
      2. Hair: color and texture
      3. Nails: color and firmness
      4. Eyes: color and clarity
      5. Teeth: number and names
      6. Weight and height
      7. Body proportions as compared with newborn (see Newborn Outline I. D.)

II. Motor development
   A. Control of trunk
      1. Lifted chest when lying prone
      2. Rolled from side to back, from back to side, from stomach to back, from back to stomach, with or without help.
      3. Sat, with or without support
   B. Control of arms and hands
      1. Waved arms at random
      2. Reached for objects. Was persistent in reaching
      3. Coordinated eye-hand movements
      4. Grasped objects in both hands
      5. Grasped objects in one hand
      6. Showed hand-to-mouth coordination
      7. Showed, or did not show, hand preference
      8. Threw objects
   C. Control of legs and feet
      1. Pushed with feet when lying down
      2. Made stepping movements when held erect
      3. Supported own weight, partially or wholly, when held erect
   D. Combination of bodily controls
      1. Attained a sitting position, with or without help
      2. Pulled self to standing position
      3. Stood, with or without holding on to something, e.g. furniture, person
      4. Got down from standing position
      5. Locomotion
         a. Wriggled and squirmed when lying down
         b. Hitched along in a sitting position
         c. Crept on all fours
         d. Climbed stairs or on furniture
         e. Walked, with or without help

III. Intellectual development
   A. Sensory perceptions, record data on 3 or more of the following:

1. Taste	4. Temperature	7. Size
2. Smell	5. Texture	8. Color
3. Sound	6. Form	9. Distance

B. Language
   1. Awareness of any human voice
   2. Made random sounds
   3. Smiled or laughed aloud
   4. Made gestures, e.g., pointed or reached toward an object or person
   5. Understood simple words and/or commands
   6. Made sounds which had meaning to person who recognized them
   7. Used recognizable words
   8. Made simple sentences

C. Imitation
   1. Imitated sounds
   2. Imitated movements or did simple tricks, e.g., "peek-a-boo"

IV. Social development

A. Personal-social
   1. Responded to unfamiliar person as compared with familiar person
   2. Preferred presence of another to being left alone
   3. Preferred the companionship of particular persons
   4. Responded to person speaking to him or in his presence
   5. Listened for and recognized familiar footsteps; familiar voices
   6. Responded to animated facial expressions
   7. Responded to own name
   8. Tried to attract attention

B. Cooperation
   1. Tried to cooperate or help self in dressing, washing, toileting, feeding
   2. Carried out simple commands or inhibited simple acts on command

V. Emotional development

Stimulus and response for at least one from group A and one from group B for the following emotional displays:

A. Pleasure
   1. Affection
   2. Contentment
   3. Joy

B. Distress
   1. Anger
   2. Jealousy
   3. Fear

VI. Miscellaneous remarks

Any significant or interesting data not asked for in the outline

REPORT OF INFANT OBSERVATION

Observer: Lecture Section:

Date: Time: Place:

I. Description of the child
   A. Name

   B. Age

   C. Physical characteristics
      1. Color and texture of skin

      2. Color and texture of hair

      3. Color and firmness of nails

      4. Color and clarity of eyes

      5. Teeth: Number and names

      6. Weight: Height:
         How do these compare with expected increases in both weight and height? See text - pp. 278-279, pp. 284-285 and Watson Lowrey Height-Weight Chart, Appendix C, page 85.

      7. Describe his body proportions as compared with newborn's proportions.

II. Motor Development

Cite incidents which describe his movements as to how he did or tried to do any of the following activities:

A. Control of trunk

1. Lifted his chest when lying prone.

2. Rolled from side to back, or back or side, or stomach to back, or back to stomach; with or without help. Describe the help given.

3. Sat, with or without support.

B. Control of arms and hands

1. Waved his arms at random.

2. Reached for objects. Was he persistent in reaching

3. Coordinated eye-hand movements.

4. Grasped objects in both hands.

5. Grasped objects in one hand.

6. Coordinated hand-to-mouth movements.

7. Showed, or did not show, preference for use of one hand.

8. Threw objects.

C. Control of legs and feet
   1. Pushed with feet when lying down.

   2. Made stepping movements when held erect with feet touching a flat surface.

   3. Supported own weight, partially or wholly, when held erect.

D. Combination of bodily controls

1. Got himself into a sitting position, with or without help.

2. Pulled self to standing position.

3. Stood with or without holding on to something, e.g. furniture, person.

4. Got down from a standing position.

5. Locomotion

   a. Wiggled and squirmed when lying down.

   b. Hitched along in a sitting position.

   c. Crept on all fours.

   d. Climbed stairs or on furniture.

   e. Walked, with or without help.

III. Intellectual Development

A. Sensory perceptions - Record incidents which may indicate an awareness, or lack of awareness, of any three or more of the following:

1. Taste

2. Smell

3. Sound

4. Temperature

5. Texture

6. Form

7. Size

8. Color

9. Distance

B. Language - Record incidents which may indicate an awareness, or lack of awareness, of any of the following:

1. Awareness of any human voice.

2. Made random sounds in cooing and babbling.

3. Smiled or laughed aloud..

4. Used gestures, pointed or reached toward.

5. Understood simple words or commands.

6. Made sounds which have meaning to one who has learned to recognize them, e.g. "keem" for ice cream.

7. Used recognizable words.

8. Used simple sentences.

C. Imitation
1. Imitated sounds.

2. Imitated movements or did simple "tricks" such as peek-a-boo.

IV. Social Development
Record incidents which give evidence of any of the following:
A. Personal - social
1. Responded to presence of or being handled by unfamiliar person as compared with familiar person.

2. Preferred the presence of another to being left alone.

3. Preferred companionship of particular persons.

4. Responded to a person speaking to him or in his presence.

5. Listened for and recognized familiar footsteps; familiar voices.

6. Responded to animated facial expression.

7. Responded to his name.

8. Tried to attract attention to himself.

B. Cooperation

1. Tried to cooperate or help himself in dressing, washing, toileting, or feeding.

2. Carried out simple commands or inhibited simple acts on command.

V. Emotional Development

Record incidents of emotional behavior giving the stimulus (or stimuli) and the response of the child in at least one from group a and one from group b for the following emotional displays:

A.

1. Affection.

2. Contentment.

3. Joy.

B.

4. Anger.

5. Jealousy.

6. Fear.

VI. Miscellaneous remarks

Did you observe anything which you cannot fit into the outline, but which to you seemed significant? Describe.

PART III

OBSERVATION OF PRESCHOOL CHILDREN

DIRECTIONS ON HOW TO OBSERVE, RECORD AND REPORT

I. Directions to Observers in the Laboratories

A. Locations of the Nursery Schools

1. The Laboratory Preschool is located in Units 3 and 4 of the Home Management Building. The Home Management Building is across the street, north, of the Student Services Building.

2. The Spartan Nursery School is located at the corner of Willow and Birch Streets, on South Campus. Birch Street is the first street on your left after you've passed the Ice Arena and Jenison Field House. It's approximately a 20 minute walk from the Home Economics Building to Spartan Nursery School. The building is a double-quonset. It has a fenced playground adjoining.

B. General Directions

1. To minimize the children's consciousness of being observed:

   a. Refrain from laughing at or commenting on their activities.
   b. Do not initiate conversation with them. If they ask you questions, answer pleasantly but briefly. Often just a smile satisfies.
   c. If they need help, direct them to a teacher or a participating student.

2. In case of a real emergency, prompt action of the nearest adult, even though you are an observer, is appreciated, until the situation can be taken over by a teacher or participating student.

3. If not busy with the children the teachers may be free to answer a short question such as, "What is the name of that child?", if he is not wearing a name tag. Since the handling of any given situation may be determined by previous study of the development of the children involved, observers may not expect always to understand the procedure used. If you wish to discuss a particular child or situation, write out your question and enough of the circumstances to give meaning to the situation. Include teacher's name, your name, and date. Put your question into the appropriate envelope provided for this purpose, the one labeled with the teacher's name. These are located on bulletin boards near the area where you are observing as follows:

   In the Laboratory Preschool, Unit IV, 2nd floor:
   Inside of the observation booth door.
   In the Laboratory Preschool, Unit IV, 1st floor:
   In Conference Room
   In the Laboratory Preschool, Unit III, 1st floor:
   In Conference Room
   In Spartan Nursery School, East and West Sides:
   In the Office

On each envelope is stated a weekly conference hour and place where that teacher will meet students to discuss their questions with them. You will go to or telephone her, limit to 5 min., at the first conference hour which follows the date of your question, unless you have made some other plan with the teacher.

4. Refrain from conversation with other observers because it is disturbing to children, teachers, and your fellow students, and distracting to you. You know the assignment from the directions given you and you are expected to work independently in securing your data.

5. The parents of the nursery school children are sharing their children with you for your observation. Please merit their confidence by discussing the children only in class.

C. Observation on the Playground

1. General directions: Sit or stand at the edge of the playground, near trees, shrubbery, house, or fence. Avoid sitting on or leaning on equipment used by the children. When crossing to another location it will interfere less with the children's activity if you go around the edge of the playground rather than cutting across the area of activity. Move near enough to children to see and hear but keep outside of their activities. Locate yourself away from other observers. Do not cluster.

2. Specific directions for:

   a. Laboratory Preschool - If the children are in the yard, observers for Unit IV enter the yard at the gate, south side, close the gate behind you. You need not enter the building unless you wish to leave your books. To reach the playground for Unit III, enter the door to Unit III, on south side, go through corridor and playroom on the left and out by way of the porch.

   b. Spartan Nursery School - Children from the East side use the playground on the east side of the building. Enter the playground by the gate on the Willow Street side of the playground. Close the gate after you. Children from the West side use the playground to the south of or behind the building. Enter the playground by the gate on Birch Street. Close the gate after you.

D. Observation Indoors

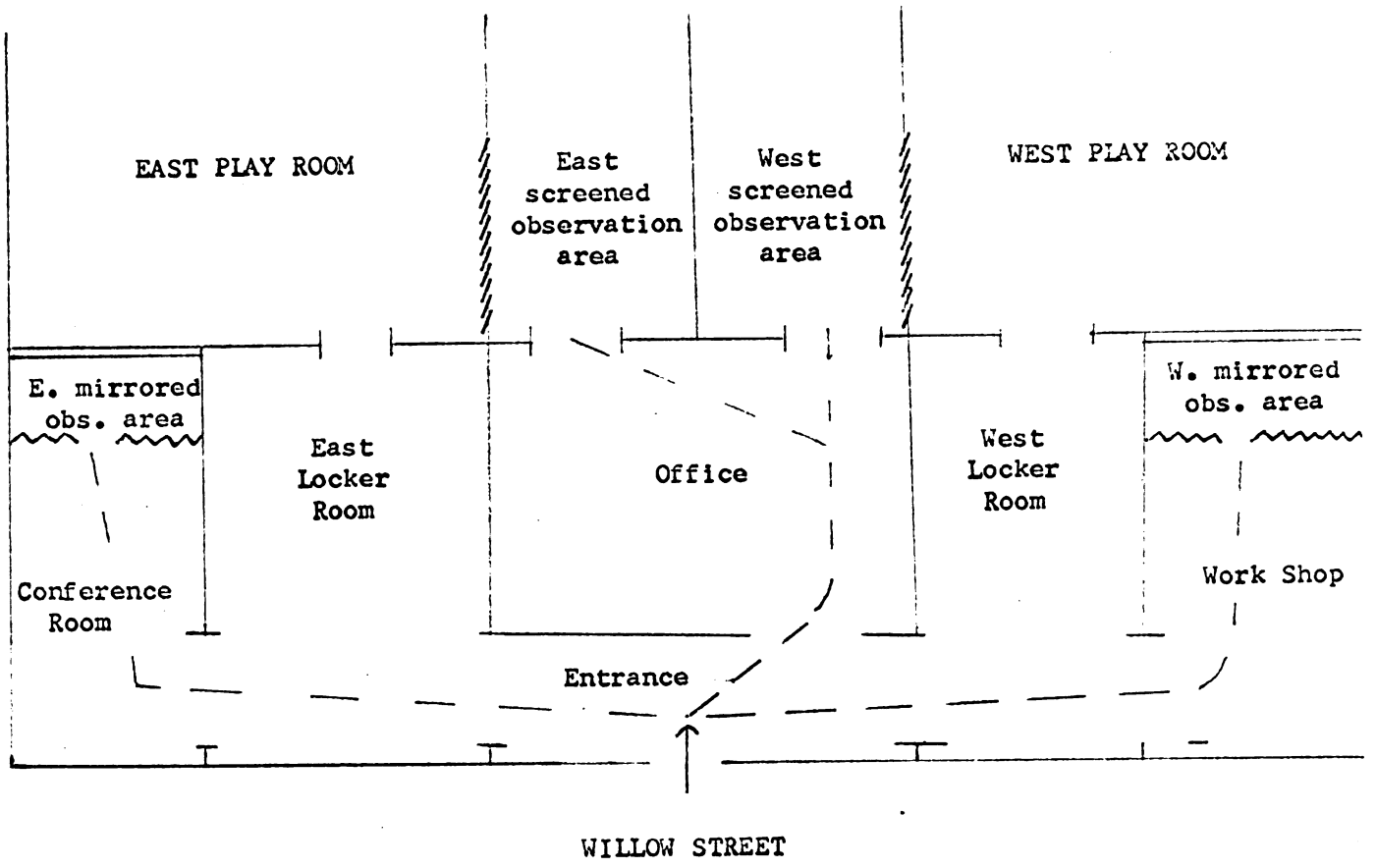
1. General directions: Hang wraps and leave extra books in place designated. Proceed to your place of observation promptly so that doorways, halls, and stairways may be free for the children's use. If in doubt about which group you are to observe, consult the bulletin board in the front hall.

2. Specific directions for:

   a. Laboratory Preschool - Observers in Unit III, 1st floor, and Unit IV, 2nd floor, go into the observation booth in the Unit. Observers in Unit IV, 1st floor, sit on low chairs against the wall. This is important since play space indoors is very limited. Locate away from other observers. Do not cluster. Move only when you need to in order to observe better.

   b. The above directions for Unit IV, 1st floor apply when observing outside the booths in any unit in Lab. Preschool and Spartan Nursery School.

   c. Spartan Nursery School - Use the diagram below to find your way to the observation booths in the building.



II. Recording and Reporting Observations

A. Preparation for an Observation

1. Study the outline for the observation in advance so you are familiar with the nature of the data to be recorded. For observations to be written, it is helpful to study also the report form. Bring the condensed outline with you to refer to as needed during the observation.

2. Read from your text the material which pertains to the type of development you are to observe.

3. Provide yourself with a notebook of a size you can conveniently hold in your hand, approx. 5" x 8", A rigid cover is recommended to give you a surface upon which to write. A spiral-binding allows for convenient opening of the notebook.

4. Arrive for observation at the time and place scheduled. Get settled for observation as quietly and inconspicuously as possible.

5. If you cannot observe when scheduled, due to illness, call the instructor, 355-7681, or grad. assistant, 355-7735, on the day of your absence.

B. Recording during the Observation

1. Begin record on new page.

2. At top of page record date, time, place of observation, name of head teacher, age range of group.

3. On each page leave a generous left-hand margin for later notes and analysis.

4. Record in diary record form. Do not attempt to organize while you are observing. See examples of diary record on-the-spot-recording on pages 64-70, 79-83.

5. Look carefully for data pertaining to all parts of the outline.

6. In general, focus attention upon one child at a time. Record his name and age. Record his behavior and speech and only as much of those with whom he interacts as is necessary to give meaning to your record.

7. Objectively and accurately record factual information. For example, "Tom cried when his mother left" is a factual statement whereas, to record "He was unhappy because his mother left" is your subjective interpretation. The latter should not take the place of factual information. If you wish to include interpretation, in addition to the facts, indicate the interpretation by enclosing it in parenthesis.

8. Record as much data as you can reasonably obtain during an hour. To secure the maximum you may use abbreviations and omit unnecessary words. A few times during the hour, momentarily stop observing to fill in your notes to make them more meaningful; then resume observing and recording. Be specific and detailed in your recording. You will be graded on the quality of examples recorded.

C. Reporting on Observations

1. Oral reports, given in discussion sessions, A or B, for dates see page 3.

   a. Prepare for discussion as follows:

      1) Read observation notes carefully
      2) With outline in hand, find data in your notes to illustrate the various parts of the outline
      3) Indicate in the left-hand margin of the notebook, opposite the illustrative data, the part of the outline it illustrates.
      4) Become thoroughly familiar with your data so you will be albe to report quickly and accurately.

   b. Reporting through group discussion

      1) Bring to discussion session the record of the observation and outline.
      2) Participate in the discussion, citing data from your record. Report the best examples you observed of each of the parts of the outline as it is presented in the discussion. Time does not permit everyone to contribute to every part ofthe outline. You will be graded on quantity and quality of your participation.
      3) At the end of the hour, if you feel you have not had adequate opportunity to participate, you may hand in your observation notes, just as they are. Be sure your name is on them. They will be read and considered in your grade for the discussion. They will be returned to you without a grade.

2. Written reports, to be handed in, due at the first class period of the week following the week the observation was made.

   a. Prepare to write in the same way as indicated under Oral Reports 1. a. 1), 2), and 3) above.

   b. Type or write legibly in ink on the specific form for the report.

   c. At top of page put: Your Name
      Lecture Section
      Date, time, and place of observation
      Name of head teacher
      Age range of group

d. Report data under appropriate headings. Report clearly and accurately from your observation record. Use past tense.

e. Report accurately what you actually saw a child or a teacher do and heard them say. Do not use vague terms, unsupported by evidence, such as: "seemed," "discovered," "realized," "noticed." You may use such terms in an interpretation of behavior and place it in parenthesis following the evidence; for example: "When Miss Torrey held up a new book, John smiled, reached for the book and shouted, 'Read it, read it!'" (He seemed pleased with the new book.)
Do not use terms which exaggerate, such as "always," "never," "constantly," "every minute," "all the time," "all over the place," for example: "Tom always placed with John. He ran constantly, all over the place. He was busy every minute." This is not accurate recording.

f. Mechanics of writing: You are expected to spell, capitalize, and punctuate correctly and to use grammatically correct sentence structure. Papers with excessive errors in mechanics of writing or papers poorly organized will be reutrned ungraded. They are not acceptable.

SCHEDULE OF PRESCHOOL OBSERVATION

Location of Pre-school Observations:

In Spartan Nursery School
Willow and Birch Street
South Campus

or

Laboratory Preschool
Home Management Building
Units III and IV

Schedule by Sequence

	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5
3rd Week Date:	Eating W* due:	Physical-Motor D**	Mental W* due:	Physical - Motor D**	Physical-Motor D**
4th Week Date:	Physical - Motor D**	Eating W* due:	Physical - Motor D**	Mental W* due:	Emotional W* due:
5th Week Date:	Emotional W* due:	Social D**	Eating W* due:	Social D**	Mental W* due:
6th Week Date:	Social D**	Mental W* due:	Social D**	Eating W* due:	Social D**
7th Week Date:	Mental W* due:	Emotional W* due:	Emotional W* due:	Emotional W* due:	Eating W* due:

Key

W* - Write reports of observations to be handed in. Each is due the first class period of the week following the week the observation was made.

D**- Report on observations in disucssion section. For dates of discussion, see Schedule of Lectures, Discussions, and Exams.

Observation Schedule

You will be assigned an hour per week for five weeks. It will be the same hour each week except for the week you observe eating. All eating observations are from 11:20-12:00. The assignments for each week are indicated in the five sequences above. You will follow one of the five sequences, the particular sequence for you being determined by the week you observe eating. The place of the observation will vary from week to week. A schedule of time and place will be furnished for you.

PRESCHOOL OBSERVATION
EATING BEHAVIOR
Condensed Outline for use during Observation

Arrive at least five minutes ahead of the time the meal begins so you can become familiar with the dining set-up before the children come in. Some children eat quickly so you need to be fully ready to observe from the beginning of the meal. Record date, time, and place of observation, name of head teacher, age range of the group.

I. Individual Observation
Observe a child whom you can see easily. Record his name and age. Make a diary record of this child's meal time, including the following:
- A. Amount of food served and eaten
  1. Indicate approximately the amount, in tablespoons, of each food put on his plate.
  2. The size and number of pieces of finger foods taken, e.g. toast, raw fruits and/or vegetables.
  3. Amount, in ounces, of milk poured.
  4. Compare amounts with servings of other children at his table.
  5. Did he finish all foods? Leave some -- what part of servings? Have additional helpings -- what and how much?
- B. Time spent
  1. Record time he started eating, time he finished the main course, and time he finished the whole meal.
  2. Compare with time taken by others at his table.
- C. Reaction to food
  1. What food did he eat first?
  2. What food in the main course did he leave until last?
  3. Quote his comments and other reactions to food.
- D. Mechanics of eating
  1. Did he have a hand preference in eating? Give evidence.
  2. Record his manipulation of silverware, glass, dishes, and food as the meal progresses.
- E. Record his conversation and describe his behavior during the meal time, e.g. evidence of happiness, of discontent, of distractability, etc.
- F. Guidance
  1. What physical help did the teacher give this child?
  2. Quote verbal directions and reminders given.

II. General Observation
- A. Menu
  1. Copy the menu. This is posted on the students' bulletin board. Note the following aspects of the menu:
  2. Ease of serving and eating these foods by children of this age.
  3. Variety of flavors -- sweet, sour, tart, salty, bland, etc.
  4. Variety of textures -- soft, crisp, chewy, coarse, fine, smooth.
  5. Variety of colors.
- B. Food Service
  1. How was the food served?
  2. How did the children participate in the service during the meal?
  3. Note advantages and disadvantages of the method of service used.
- C. Dining room set-up
  1. Number of tables, children per table, of teachers per table.
  2. Approximate heights of tables and chairs.
  3. Kind and size of dishes, silver, glasses, and napkins.
  4. General atmosphere of the room.

III. Miscellaneous remarks
Any significant or interesting data not asked for in the outline.

PRESCHOOL OBSERVATION
PHYSICAL AND MOTOR DEVELOPMENT
Condensed Outline for use during Observation and Preparation for Oral Discussion

Record date, time, and place of observation, name of head teacher, and age range of the group. Observe one hour, watching, if possible, one child throughout. If child you are observing leaves, observe another in the group. Use children's first names as you record. Record in diary record form the motor activities of your subject(s). At the end of the hour record the age of your subject(s). Following the observation, analyze your data according to this outline. For more specific information, see Recording and Reporting Observations, Sections A, B, and C 1, pages 33 and 34.

I. Physical Development
   A. Secure from bulletin board heights and weights of children in the group you observe. Compare the measurements of your subject(s) with those of others in this group; with Watson-Lowery averages.
   B. Describe your subject's body build and proportions, posture, facial features, color and texture of skin, hair and color of eyes.
   C. Describe evidence of good or poor health seen in your subject. e.g. Color and clarity of skin, hair gloss, brightness of eyes, freedom from nasal discharges and coughing, posture, energy level.

II. Motor Skills
   A. Large muscle activity
   Record carefully as many of the following activities as you observed your subject doing. Focus on one activity at a time. Describe his <u>body movements</u> in each activity. Note useless movements, failures, partial successes, as well as successes during each activity.

   1. Walking
   2. Running
   3. Crawling
   4. Sitting Down
   5. Climbing
   6. Balancing
   7. Swinging
   8. Jumping
   9. Throwing
   10. Riding trike
   11. Pulling wagon
   12. Going up or down stairs
   13. Lifting and placing heavy objects such as large blocks, chairs, boards, boxes and ladders.
   14. Using a broom, mop, rake, or shovel

   B. Finer Coordinations
   Record child's <u>use of hands</u> in manipulation of small objects such as puzzles, small blocks, crayons, paint brushes, scissors, doll clothes, dishes, sand toys, fastenings on his clothing.
   1. Did he or did he not show <u>hand preference</u>? Give examples.
   2. Was he able to use <u>both hands together,</u> such as hold jacket with one hand while pulling zipper with the other. Give examples.
   3. Did he <u>oppose thumb and finger</u> in grasping or use whole hand? Give examples.

III. Teacher Guidance
   Note any example of teacher's help or encouragement of <u>any child's</u> motor development. e.g. Miss A. placed a board, about ½ ft. by 7 ft. across the top of a box with 2 low steps, about one ft. off floor for children to walk on, jump from, etc.

IV. Miscellaneous remarks
   Any significant or interesting data not asked for in the outline.

PRESCHOOL OBSERVATION
INTELLECTUAL DEVELOPMENT
Condensed Outline for use during Observation

Record date, time and place of observation, name of head teacher, and the age range of the group.

I. Language -
Record a 5-min. sample of each of two children's language. Include speech and non-verbal communication. Record everything you heard him say just as he enunciated it and enough of the situation to give meaning to his language.

Data for the following, II through VIII, may be secured on any child in the group.

II. Sensory Perceptions -
Record examples of three or more different kinds of children's sensory perceptions you observed, such as: shape, size, color, texture, time, weight, distance, number, sound, smell, taste, temperature.
Sample: Kind of sensory perception: Texture
Example: Netherly, 4 yr. 11 mo., slowly moved her chin over the surface of the fur on her collar. She hunched her shoulders and laughed. "It tickles," she said.

III. Reasoning -
Record examples of reasoning. e.g., Joan, 4 yr. 6 mo., let Lucy hold her doll and said, "You have to give her back cause, I have to take her home."

IV. Problem solving -
Record examples of problem solving, noting the steps in problem solving. See Breckenridge and Murphy, pp. 395-396.

V. Imagination -
Record examples of imagination.

VI. Memory -
Record examples of memory.

VII. Guidance -
Record instances to illustrate adult guidance in furthering children's intellectual development.

VIII. Miscellaneous remarks
Record any significant and pertinent data observed though not asked for in the outline.

Note name and age of each child on whom you've recorded data during the observation. See student's bulletin board for children's ages.

PRESCHOOL OBSERVATION
SOCIAL BEHAVIOR
Condensed Outline for use during Observation and Preparation for Oral Reports

Record date, time, place of observation, name of head teacher, and age range of the group. Record in diary record form as many instances as you are able to see of social behavior of the children. You may give examples of any child in the group. Be sure to give names and ages of the children involved, and enough of the surrounding circumstances to make the incident clear.

I. Children's social interaction with other children.

A. Record one or more incidents which gave evidence of a child's or children's understanding, or lack of understanding, of property rights.

B. Record one or more instances of physical contact between two children, either of the affectionate or hostile type.

C. Record one or more examples of leadership, or attempted leadership.

D. Record one or more incidents in which children cooperated in the use of play materials, or in some other way.

E. Record one or more examples of children's companionship with one another such as conversation for conversation's sake or seeking another to share an activity.

F. Record examples of the following types of play:
1. Solitary
2. Parallel
3. Shifting group
4. Organized Cooperative group

II. Children's social interaction with adults.

A. Record one or more examples of a child's social interaction with an adult such as engaging in a conversation with the adult or spontaneously working with the adult.

B. Record one or more examples of a child's response to adult authority, either complying with or resisting it.

C. Record fully an instance in which a teacher influenced the social behavior of children or of a child.

III. Miscellaneous remarks.

Record any significant and pertinent data observed though not asked for in the outline.

PRESCHOOL OBSERVATION
EMOTIONAL BEHAVIOR
Condensed Outline for use during Observation

Record date, time, place of observation, name of head teacher, and the age range of the group. Record in diary record form as many instances as you are able to see of emotional behavior of the children. You may give examples of any child in the group. Be sure to give names and ages of the children involved, and enough of the surrounding circumstances to make the incidents clear.

I. Emotional Experiences

Record instances of at least three different kinds of emotional behavior. They may involve joy, contentment, affection, anger, fear, jealousy, sadness, or sympathy. Be sure that your account includes the following:

1. Activity in which the child was engaged when the emotion was evidenced.
2. Child's attitude just previous to the response, as indicated by behavior.
3. Apparent cause - what led to or set off the emotional behavior.
4. Intensity and form of the emotional behavior.
5. Duration of the emotional behavior.
6. The child's attitude following the incident, as indicated by behavior.

II. Personality Development

Record any examples of a child's effort toward development of:

A. His sense of autonomy.
B. His sense of initiative.
C. His sense of accomplishment.
See Breckenridge and Murphy pp. 273-274.

III. Potentialities for Spiritual Development

Record as many instances as you see of a child's quest for a better understanding of his relation to his world; for example, interest in things of nature, interest in and respect for other people, a "sense of wonder." See discussion pp. 450 - 453 in your text -- Breckenridge and Murphy.

IV. Teacher Guidance

Record any examples of teacher's influence upon a child's emotional and/or spiritual development.

V. Miscellaneous remarks

Record any significant and pertinent data observed though not asked for in the outline.

PRESCHOOL OBSERVATION
REPORT OF EATING BEHAVIOR

Observer: Lecture Section:

Date: Time: Place:

Head Teacher: Age range of group:

I. Individual Observation Name: Age:

A. Amount of food served and eaten
   1. The amount, in tablespoons, of each food put on his plate.

   2. The size and number of pieces of finger foods taken.

   3. Amount in ounces of milk poured.

   4. Compare amounts with servings of other children at his table.

   5. Did he finish all foods?

      Did he leave some--what part of servings?

      Did he have additional helpings--what and how much?

B. Time spent
   1. He started eating at: He finished main course at:
      He finished the whole meal at:

   2. Compare with time taken by others at his table.

C. Reaction to food
   1. What food did he eat first?

   2. What food in the main course did he leave until last?

3. Quote his comments and other reactions to food.

D. Mechanics of eating
   1. Did he show a hand preference in eating? Give evidence.

   2. Describe his manipulation of silverware, glass, dishes, and food as the meal progressed.

E. Record his conversation and discribe his behavior during the meal time, e.g., give evidence of happiness, of discontent, of distractability, etc.

F. Guidance
   1. What physical help did the teacher give this child?

   2. Quote verbal directions and reminders given.

II. General Observation

A. Menu

1. Opposite each food in the menu indicate the daily dietary requirements to which it contributed. See Breckenridge and Murphy pp. 223-224.

2. Evaluate the menu as to the ease of serving and eating by children of this age.

3. What variety of flavors was provided by various foods -- sweet, sour, tart, salty, bland, etc.

4. What variety of textures was provided by various foods -- soft, crisp, chewy, rough, coarse, fine, smooth.

5. What variety of colors was provided by various foods.

B. Food service

1. How was the food served?

2. How did the children participate in the service?

3. Note advantages and disadvantages of the method used.

C. Dining room set-up

1. Number of tables, of children per table, of teachers per table.

2. Height of tables and chairs. -- approximate heights.

3. Kind and size of dishes, silver, glasses, napkins.

4. General atmosphere of room

III. Miscellaneous remarks

Did you observe anything which you cannot fit into the outline, but which seemed significant to you? Describe.

PRESCHOOL OBSERVATION
REPORT OF INTELLECTUAL DEVELOPMENT

Observer: Lecture Section:

Date: Time: Place:

Head Teacher: Age range of group:

I. Language

A. Records of language:

Record the 5-min. sample as you took it of each of two children's language. Put number of words per sentence at end of each sentence. e.g. "Give it to me!"[4] "It's mine."[2]

1. Name: Age:
   Record:

2. Name: Age:
   Record:

B. Tabulate from your records of the two children's speech:

	Amount	Length	Complexity	Parts of Speech Used
Subject's Name and Age	Total Number of words recorded	Average words per sentence	Kinds of sentences: a) Incomplete b) Simple c) Compound d) Complex e) Compound-Complex	Examples of: a. Nouns b. Pronouns c. Verbs d. Adjectives e. Adverbs f. Prepositions g. Conjunctions h. Interjections
Sample: Name: Fred Crenshaw Age: 3 yr. 6 mo.	56	4.7	a. 3 b. 7 c. 1 d. 1 e. 0	a. hat, truck, Jerry, book b. I, me, him, you, mine c. can, give, do d. my, your, red, pretty e. fast, now f. to, over, from g. and, but h. hey, oh
Name: Age:			a. b. c. d. e.	a. b. c. d. e. f. g. h.
Name: Age:			a. b. c. d. e.	a. b. c. d. e. f. g. h.

C. Compare each child with the other and with normative standards for his age, as described in your readings, in each of the four areas tabulated. Suggested references for normative standards include:

Breckenridge and Murphy, Growth and Development of the Young Child, 7th Edition, pp. 377-381

Breckenridge and Vincent, Child Development, 4th Edition, pp. 409, 410

Jersild, A., Child Psychology, 5th Edition, pp. 306-308

1. Amount of Speech

2. Length of Sentences.

3. Complexity of sentences, i.e., completeness and kinds. Include samples of different kinds of sentences used.

4. Parts of speech: Extent and correct usage. Note any errors in in use of parts of speech, e.g., Incorrect pronoun "Me can."

D. Give an example from the five-minute speech records of child's reliance on speech as a means of communication. e.g., "Give it to me," or "I need some paint," or "Do you want to play?"

1. Name:
   Example:

2. Name:
   Example:

E. Give an example from the five-minute speech records of use of non-verbal means of communication, e.g., Fred snatched the truck from Jerry. or Susan patted Jane's cheek and smiled at her.

1. Name:
   Example:

2. Name:
   Example:

In F, G, and H below record examples if they occurred in the two five-minute records of speech.

F. Give examples of any words you considered unusual.

1. Name:
   Examples:

2. Name:
   Examples:

G. Enunciation. Give examples of omissions of sounds, eg., "ike" for "like;" substitutions, e.g., "wed" for "red" slurring together, e.g., "Com'ere" for "Come here."

1. Name:
   Examples:

2. Name:
   Examples:

H. Note any examples of stuttering, e.g., "d-d-d-don't," or repetition, e.g., "May, may, may I?"

1. Name:
   Examples:

2. Name:
   Examples:

II. Sensory Perceptions: Give examples of three different kinds of children's sensory perceptions you observed among any of the children, such as: shape, size, color, texture, time, weight, distance, temperature, number, sound, smell, taste.

A. Kind of perception:
Name: Age:
Example:

B. Kind of perception:
Name: Age:
Example:

C. Kind of perception:
Name: Age:
Example:

Give data in three of the following four areas, III through VI.

III. Reasoning. Cite an example of reasoning.

Name: Age:
Example:

IV. Problem-solving: Cite an example of problem solving in which you have analyzed it to show the steps in problem solving.
Name: Age:
A. Situation which led to the problem

B. Steps in problem-solving
1. Location of the problem:

2. Consideration and/or trial of possible solutions:

3. Evaluation of solutions:

C. Was the problem solved to the child's satisfaction? Give evidence.

V. Imagination: Cite an example of imagination.
Name: Age:
Example:

VI. Memory: Cite an example of memory.
Name: Age:
Example:

VII. Guidance: Cite an instance to illustrate adult guidance in furthering children's intellectual development.
Child's name: Age:
Example:

VIII. Miscellaneous remarks:

Did you observe anything which you cannot fit into the outline, but which seems significant to you? Describe.

PRESCHOOL OBSERVATION
REPORT OF EMOTIONAL BEHAVIOR

Observer: Lecture Section:

Date: Time: Place:

Head Teacher: Age Range of Group:

I. Emotional expressions - Cite an example of each of three <u>different</u> kinds of emotions.

Example:

A. Kind of emotion: Anger

1. Activity engaged in:
John, 3 yr. 6 mo., and Tim, 3 yr. 4 mo., were seated at table. Each was manipulating a lump of clay before him.

2. Attitude previous:
John was intent on punching his clay. Laughed as he hit it hard. (He appeared interested and happy.)

3. Apparent cause:
Tim reached for John's clay, grabbed a handful and added it to his own.

4. Intensity and form:
John screamed loudly, hit at Tim, cried and called to teacher, "He took mine."

5. Duration:
John cried until the teacher came and persuaded Tim to give back the clay. (About 2 min.)

6. Attitude following:
John ceased crying, punched clay hard and laughed. (Behavior implied relief from tension and return to happy mood.)

B. Kind of emotion:

1. Activity engaged in:

2. Attitude previous:

3. Apparent cause:

4. Intensity and form:

5. Duration:

6. Attitude following:

C. Kind of emotion:

1. Activity engaged in:

2. Attitude previous:

3. Apparent cause:

4. Intensity and form:

5. Duration:

6. Attitude following:

D. Kind of emotion:

1. Activity engaged in:

2. Attitude previous:

3. Apparent cause:

4. Intensity and form:

5. Duration:

6. Attitude following:

II. Personality development - Cite one example of each of <u>two</u> of the following three:

A. Sense of autonomy
Name: Age:
Example:

B. Sense of initiative
Name: Age:
Example:

C. Sense of accomplishment
Name: Age:
Example:

III. Potentialities for Spiritual Development - Cite one example of a child's quest for better understanding of the world.

Name: Age:
Example:

IV. Teacher Guidance - Cite one example of a teacher's influence upon the child's emotional and/or spiritual development.

Name: Age:
Example:

V. Miscellaneous remarks:
Did you observe anything which you cannot fit into the outline, but which seems significant to you? Describe.

PART IV

OBSERVATION OF SCHOOL-AGE CHILDREN

INFORMATION REGARDING SCHOOL-AGE OBSERVATION

Schedule for School-Age Observation

8th Week Observe school age child, 7 - 12 yrs., 1 hr. Make your own plans.

Selection of a Subject

Try to pick someone you do not know very well so you can learn something new. Or if you do pick someone you know, report just what you see during the one-hour observation.

You may observe anywhere you find children, e.g., playground, Sunday School, scouts, in your neighborhood, a child who comes to play at your house, etc. You may invite a child to come to your house and you could spend some time with him then.

Directions for Observing School-Age Children

Observe for one hour, one boy or girl, approximately 7 - 12 years old. Unless you are observing him in a group where he is not aware that he is the subject of your observation, taking notes in his presence is not recommended. Children of this age quickly become aware and become self-conscious. They may resent it. Be very familiar with the following outline so you will not need to refer to it in his presence. Nor should you make notes in his presence except for a limited amount of innocuous data such as his name, age, height, weight, grade in school, etc. Make this a friendly time with the child.

Immediately after you leave him, record as much as you can remember of the things you observed. Reference to your outline will help you recall. This is not as accurate as on-the-spot recording but we must sacrifice accuracy for the sake of the child's feelings and for your opportunity to see him under as normal circumstances as possible.

OBSERVATION OF SCHOOL-AGE CHILD
CONDENSED OUTLINE FOR OBSERVATION AND PREPARATION OF ORAL REPORT

Record data on as much of the following as you observed in an hour.
Record subject's name and age.

I. Physical and Motor Development
   A. If possible, record his height and weight. Compare with the Watson-Lowery figures. Compare him with others his age, both boys and girls, if you saw him with his peers.
   B. Describe his body build, hair, facial features, dentition, manner of dress. Was he conscious of his appearance?
   C. What evidence did you see that he cared for his routine physical needs, such as dressing, cleanliness and grooming, habits of eating and sleeping?
   D. Describe his interest, alertness and degree of skill in motor activities.

II. Intellectual Development
   A. Give evidence of his facility in use of spoken, or possibly written, language.
   B. What indications did you note of his understanding of time, number, and cause-effect relationships?
   C. What indications were there of his interest in events outside his immediate environment of home and school?
   D. What evidences did he give of memory?
   E. Give examples of imagination and/or creativity.

III. Social Development
   A. In his relationships with other children or adults, what examples did you see of hostility, competition, cooperation, friendship?
   B. What self-imposed rules or standards of conduct were noted? Were there criticisms of other people? Describe.
   C. Describe evidences of his degree of responsibility and independence or lack of these.
   D. If you observed a group, did you see any evidence of groups of children who tried to exclude others? Describe.
   E. Note differences between the sexes in their play activities and other interests.

IV. Emotional Development
   A. Cite any examples of a sense of accomplishment.
   B. Did he try to draw attention to himself? Describe.
   C. Cite incidents of emotional expression. Describe his degree of control.
   D. Give evidence of a developing sense of conscience such as sense of right and wrong and fair play.

V. Miscellaneous remarks:
   Did you note any interesting or significant data not asked for in this outline? Describe.

APPENDICES

APPENDIX A

Intellectual

Jan. 7, 1965; 2-3 p.m.; Unit IV yrs
Miss Van Allen, head teacher; age
range: 4 yrs 7 mos - 5 yrs 1 mo.

Children outside - Beverly + Karen
sitting in sand box. Put
IV their hands to their mouths
(as if they were eating). Both
VI sang "Happy Birthday." Karen
called Beverly "Susie" 2 times.
B. went to go-cart and
V said "This is my present."
K. ran to a trike + said
V "This is my present." They
ran to jungle gym.
Cheri ran up to Miss V.
V time and asked "Is it time to go
in yet?" Children went
inside.
Ruth sat on floor with
shoes untied - they came off
when boots were taken
IV off. Looked at shoes put
them on, looked at shoe

strings. Picked up shoe strings, tied rt. shoe. Student teacher said, "You are tying them." R. smiled, tied left shoe, got up, went in other room.

S.T., "What does it say on your button?" Ruth smiled, didn't talk. S.T. "Vote Community College, Yes." R. nodded.

V A.1 "Teacher, you know what I
got for Christmas?" asked Alice.
VI II number "Three dolls" told Miss P.
S.T. putting clay on table. Alice
grabbed some + said "I hate
V D1 mine." She threw clay on table.
Picked up jar clay was in
+ pounded it upside down
IV texture on table. "Its not going to
V D1 get out." "No, no, mine!"
shouted as S.T. tried to take
jar from her. Continued pound-
ing jar until all clay
V F1 came out. "I can write

V D1 my own name," said when
Heidi sat down at another
table + started writing. "I'm
going to wash my hands."
Ran into bathroom

John left table where he
had been playing with clay.
"Don't take mine, Bruce." "I
V. H.2 V. F2 won't. I'll guard it." B. played
with clay at table where John
had been. J. came out of bath-
room + went to different
V D.2 table. "Oh boy, I can take all
of yours," said B. J came back
to clay table. Heidi came up
+ wanted some clay. Miss V.
said, "Bruce will give you
V D2 some of his." B. said, "I don't
have much," but gave some
V to H. H said she was making
a birthday cake + put 2 sticks
in clay. Miss V asked whose
birthday it was. B said

"Yours" + pointed to Miss Y.
IV time number "You're 2 yrs. old," B said. H
put 2 more sticks in clay.
IV time number "She is 4 right now," said B. B
IVE2 ran + grabbed 4 sticks away
from H. + put them in his
clay. Miss Y. said she would
get some toys for clay.
"Oh boy here comes some toys"
IVD2, IVF2 "I want a cookie cutter,"
shouted B.

Karen + Beverly came to clay
table "I want to do it." "This
IV texture is sticky" said Bev as she
picked up some clay. "Take it
off" Bev said to S.T. Miss Y
said she was going to get
IV some flour. "She's going to
get some flour so it won't
be so sticky," said Bruce.

Bruce went in bathroom, came
running out shouted "She

I distance water ran over the sink
+ went all over the floor."
Don played piano. Miss T
VII said, "That's very good, Don."
Beverly, Heidi, + Karen at
clay table. Flour had been
added to clay. Bev said "It's
I texture not sticky now." Bev rolled it
some more. "Oh, its still
I texture sticky." "I'm putting some
III flour on the back then it
won't be sticky." Bev added
flour to back of her clay.
H took a lot of flour from a
container. "Don't take all
of it." "I need some too," Bev
I distance said + grabbed container.
Flour was in + held it where
H couldn't reach it. Bev
rolled clay some more. Bev +
T went in bathroom.
Bev. + Karen went into
doll corner. Bev "They moved
IV everything in here!" She

pointed to various items + said "It used to be here" + pointed to a different place in room.

Children got ready to go outside. Sheri asked "Where are my boots." Mrs. X. asked her where she left them when she took them off.

VII

Children outside - Karen rode trike. Bev said "Now its my turn." X said, "I got 3 turns." Bev, "You had one."

V number

X rode trike twice more up + down sidewalk, got off + Bev got on.

4 yrs. 10 mos	Beverly Anderson	3/18/60
4 yrs. 7 mos	Ruth Brown	6/8/60
4 yrs. 11 mos.	John Frank	2/1/60
4 yrs. 11 mos	Alice Green	2/2/60
4 yrs. 10 mos.	Heidi James	3/4/60
4 yrs. 11 mos.	Karen Robinson	2/3/60
4 yrs. 10 mos.	Donald Smith	3/10/60
4 yrs. 10 mos.	Bruce Thompson	3/3/60
5 yrs. 1 mo.	Sheri White	11/30/59

PRESCHOOL OBSERVATION
REPORT OF INTELLECTUAL DEVELOPMENT

Observer: Susan Gray Lecture Section: 901

Date: January 7, 1965 Time: 2-3 p.m. Place: Unit IV, upstairs

Head Teacher: Miss Van Allen Age Range of group: 4 yr. 7 mo - 5 yr. 1 mo.

I. Language

A. Records of language:

Record the 5-min. sample as you took it of each of two children's language. Put number of words per sentence at end of each sentence. e.g., "Give it to me!"[4] "It's mine."[2]

1. Name: Alice Green Age: 4 yrs. 11 mos.

Record:

"Teacher, you know what I got for Christmas?"[8] asked Alice. "Three dolls,"[2] she told Miss Van Allen. Student teacher was putting clay on table. Alice grabbed some and said, "That's mine."[2] She threw clay on table. She picked up jar clay was in and pounded it upside down on table. "It's not going to get out."[6] "No, no, mine!"[3] shouted as student teacher tried to take jar from her. Continued pounding jar until all clay came out. "I can write my own name,"[6] Alice said when Heidi sat down at another table and started writing. "I'm going to wash my hands."[6] Alice ran into the bathroom.

2. Name: Bruce Thompson Age: 4 yrs. 10 mos.

Record:

John left table where he had been playing with clay. "Don't take mine, Bruce." Bruce said, "I won't."[2] "I'll guard it."[3] Bruce played with clay at table where John had been. John came out of bathroom and went to a different table. "Oh boy, I can take all of yours,"[8] said Bruce. John came back to clay table. Heidi came up and wanted some clay. Miss Van Allen said, "Bruce will give you some of his." Bruce said, "I don't have much,"[4] but gave some to Heidi. Heidi said she was making a birthday cake and put two sticks in clay. Miss Van Allen asked whose birthday it was. Bruce said, "Yours"[1] and pointed to Miss Van Allen. "You're two years old,"[4] Bruce said. Heidi put two more sticks in clay. "She is four right now,"[5] said Bruce. Bruce ran and grabbed four sticks away from Heidi and put them in his clay. Miss Van Allen said she would get some toys for the clay. "Oh, boy, here comes some toys."[6] "I want a cookie cutter,"[5] shouted Bruce.

B. Tabulate from your records of the two children's speech:

	Amount	Length	Complexity	Parts of Speech Used
Subject's Name and Age	Total Number of words recorded	Average words per sentence	Kinds of sentences: a) Incomplete b) Simple c) Compound d) Complex e) Compound-Complex	Examples of: a. Nouns b. Pronouns c. Verbs d. Adjectives e. Adverbs f. Prepositions g. Conjunction h. Interjections
Sample: Name: Fred Crenshaw Age: 3 yr. 6 mo.	56	4.7	a. 3 b. 7 c. 1 d. 1 e. 0	a. hat, truck, Jerry, book b. I, me, him, you, mine c. can, give, do d. my, your, red, pretty e. fast, now f. to, over, from g. and, but h. hey, oh
Name Alice Green Age: 4 yrs. 11 mos.	33	4.7	a. 2 b. 5 c. 0 d. 0 e. 0	a. teacher, Christmas, dolls, hands b. you, I, mine, what c. know, got, get, can, write, wash d. three, my e. not, out f. for g. h.
Name Bruce Thompson Age: 4 yrs. 10 mos	38	4.2	a. 1 b. 8 c. 0 d. 0 e. 0	a. toys, years, cutter b. I, it, she c. guard, can, want, comes d. two, four, old, a e. right, here f. of g. h. oh

C. Compare each child with the other and with normative standards for his age, as described in your readings, in each of the five areas tabulated. Suggested references for normative standards include:

Breckenridge and Murphy, Growth and Development of the Young Child, 7th Edition, pp. 377-381.

Breckenridge and Vincent, Child Development, 4th Edition, pp. 409-410

Jersild, A., Child Psychology, 5th Edition, pp. 306-308

1. Amount of Speech

Alice used 33 words and Bruce used 38 words. There is little difference between the amounts of language used by the two children. According to Breckenridge and Murphy four-year-olds use 15,000 words a day. This could be calculated as 96 words for a five-minute period. Both Alice and Bruce used less than 96 words in the five-minute period recorded. (Perhaps I did not record every word each child said and this may partially explain the discrepancy between Breckenridge and Murphy and my records.)

2. Length of Sentences.

Breckenridge and Vincent, Child Development, 4th edition, p. 411 says that 5 year olds use sentences averaging 4.6 words.

Alice Green's sentences averaged 4.7 words. She is 4 yrs. 11 mos. Her sentences were slightly longer than the average for her age.

Bruce Thompson's sentences averaged 4.2 words. He is 4 yrs. 10 mos. His sentences were slightly shorter than the average for his age. Both are very close to the norm.

3. Complexity of sentences, i.e., completeness and kinds. Include samples of different kinds of sentences used.

Alice: Incomplete: "Three dolls." "No, no, mine."
Simple: "Thats mine." "I can write my own name."

Bruce: Incomplete: "Yours."
Simple: "I don't have much." "You're two years old."

Both children used only incomplete and simple sentences during the five-minute period I recorded their language. According to Breckenridge and Vincent four-year-olds use compound and complex sentences, but I did not notice a sample of either of these two kinds of sentences.

4. Parts of Speech: Extent and correct usage. Note any errors in use of parts of speech, e.g., Incorrect pronoun "Me can."

Alice used all the parts of speech except conjunctions and interjections. Bruce used all the parts of speech except conjunctions. In my five-minute record of the language of each of the two children I did not find any error in use of parts of speech. (This may be due to the age of the children.)

Breckenridge and Murphy, p. 378, state that nouns, verbs, adjectives and adverbs are used correctly at an earlier age than conjunctions, prepositions and pronouns.

D. Give an example from the five-minute speech records of child's reliance on speech as a means of communication., e.g., "Give it to me," or "I need some paint," or "Do you want to play?"

1. Name: Alice Green
Example: "I can write my own name."

2. Name: Bruce Thompson
Example: "I want a cookie cutter."

E. Give an example from the five-minute speech records of use of non-verbal means of communication, e.g., Fred snatched the truck from Jerry; or Susan patted Jane's cheeck and smiled at her.

1. Name: Alice Green
   Example: No data recorded.

2. Name: Bruce Thompson
   Example: Bruce ran and grabbed four sticks away from Heidi and put them in his clay.

In F, G, and H below record examples if they occurred in the two five-minute records of speech.

F. Give examples of any words you considered unusual.

1. Name: Alice Green
   Examples: Write

2. Name: Bruce Thompson
   Examples: guard, cookie cutter

G. Enunciation. Give examples of omissions of sounds, e.g., "ike" for "like;" substitutions, e.g., "wed" for "red" slurring together, e.g., "Com'ere" for "Come here."

1. Name: Alice Green
   Examples:
   No data recorded (Perhaps due to age of child)

2. Name: Bruce Thompson
   Examples:
   No data recorded (Perhaps due to age of child)

H. Note any examples of stuttering, e.g., "d-d-d-don't," or repetition, e.g., "May, may, may I?"

1. Name: Alice Green
   Examples:
   No data recorded (Perhaps due to age of child)

2. Name: Bruce Thompson
   Examples:
   No data recorded (Perhaps due to age of child)

II. Sensory Perceptions: Give examples of three different kinds of children's sensory perceptions you observed among any of the children, such as: shape, size, color, texture, time, weight, distance, temperature, number, sound, smell, taste.

A. Kind of perception: time
Name: Bruce Thompson Age: 4 yrs. 10 mo.
Example:
Bruce said "you're two years old" - pointed to Miss Van Allen (Inaccurate time perception)

B. Kind of perception: texture
Name: Beverly Anderson Age: 4 yrs. 10 mo.
Example:
Karen and Beverly came to the clay table. "This is sticky," said Beverly as she picked up some clay. "Take it off," she told a student teacher.

C. Kind of perception: distance
Name: Bruce Thompson Age: 4 yrs. 10 mo.
Example:
Bruce went in the bathroom. He came out running and shouting, "The water ran over the sink and went all over the floor."

Give data in three of the following four areas, III through VI.

III. Reasoning. Cite an example of reasoning.

Name: Beverly Anderson Age: 4 yrs. 10 mo.
Example:
Beverly, Heidi, and Karen were at the clay table. Flour had been added to the clay. Beverly said, "Its not sticky now." She rolled it some more. "Oh, its still sticky. I'm putting some flour on the back, then it won't be sticky." She added flour to the back of her clay.

IV. Problem-solving: Cite an example of problem solving in which you have analyzed it to show the steps in problem solving.
Name: Ruth Brown Age: 4 yrs. 7 mo.

A. Situation which led to the problem:
Ruth's shoes came off when her boots were taken off. Her shoes untied.

B. Steps in problem-solving
1. Location of the problem:

Ruth sat on the floor and looked at her untied shoes. Her problem was how to get her shoes tied.

2. Consideration and/or trial of possible solutions:

Ruth picked up the shoestrings for the right shoe and tied an uneven bow knot on the first trial. Next she picked up the shoestrings for the left show and tied it in the same manner. Ruth could have called a teacher to tie her shoes or she could try to tie them herself. She chose to tie them herself.

3. Evaluation of solutions:

After tying her shoes, she got up and went on to another activity. She did not continue to improve or change the solution.

C. Was the problem solved to the child's satisfaction? Give evidence.

She smiled when the student teacher commented, "You are tying them." She completed the job and (apparently felt she had succeeded) as she went on to another activity.

V. Imagination: Cite an example of imagination.

Name: Beverly Anderson Age: 4 yrs. 10 mos.
Karen Robinson 4 yrs. 11 mos.

Example:

Beverly and Karen were sitting in the sand box. They put their hands to their mouths (as if they were eating). They sang "Happy Birthday." Beverly went to a go cart and said, "This is my present." Karen ran to a trike and said, "This is my present."

VI. Memory: Cite an example of memory.

Name: Beverly Anderson Age: 4 yrs. 10 mos.

Example:

Beverly and Karen went into the doll corner. Beverly said, "They moved everything in here!" She pointed to various items and said "It used to be here," and pointed to a different place in the room.

VII. Guidance: Cite an instance to illustrate adult guidance in furthering children's intellectual development.

Child's name: Sheri White Age: 5 yrs. 1 mo.

Example:

The children were getting ready to go outside. Sheri asked, "Where are my boots?" Miss V. asked her where she had left them when she took them off.

VIII. Miscellaneous remarks:

Did you observe anything which you cannot fit into the outline, but which seems significant to you? Describe.

APPENDIX B

Sample of:

An on-the-spot diary record of a 10 minute observation of:

These are not a complete hour's observation; but only a sample for you to use as a guide.

Eating

April 8, 1965; 11:30-11:40 a.m.; Unit II, up; Head Teacher - Mrs Lang; Age range 4 yrs. 4 mos - 4 yrs. 11 mos.

II A. Menu: Soup - Chicken noodle
Sandwiches, cheese
Apple Slices
Jello, with bananas
Milk

I B.1. at 11:30 Ilene sat on chair, S.T.
I.F.1. pushed chair in. S.T. put large
II C.3 heavy plastic plate under soup
bowl + gave to each child.
II C.1 5 children + 1 S.T. at this table
I A.1. Milk already poured in 4 oz.
glasses. Ilene asked Joel "Would
I.C.3 you like an apple slice?" Took
I.A.2
I.D.1. apple slice with rt. hand, put
II. B.2 on plate, picked up dish
with left hand + gave it to
I.D.1 Joel. Picked up milk glass with
rt. hand, drank some milk
I D2. Held soup spoon at very end
I D1
I A1. using rt. hand. About 1/2 C. soup

F.C.3 in bowl. Dlene asked "What's
this?" + took napkin off sand-
wich basket + looked inside, took
F.A.2 out sandwich, only 1/4th of a
F.B.2 regular sandwich, + passed basket.
F.D.1 Ate sand, held in rt. hand. Held
F.D.2 soup bowl in left hand, leaned it
against her chest, held spoon in
F.D.1,2 rt. hand + ate soup. Put spoon
F.D.2 down, held bowl with both hands,
drank the rest of her soup. Ate
F.A.5. one apple slice, about 1/16th of an
apple. Got up, went to serving
F.B.2 table + served herself another
F.A.5 1/2 C. of soup by pouring soup
from serving dish into her bowl.
Put her bowl down on serving
F.C.3 table + said, "I'm going to eat
here." Went to table, picked up
F.D.1 milk glass in rt. hand + an
F.D.1 apple slice in left hand, carried
to serving table, sat down.
F.D.2. Held soup bowl with both
hands + drank soup. S.T. said

F.F.2. to Alene, "Go back to the table."
I.E. Alene replied, "No!" Went & picked
up serving dish of soup said
I.E. "Ouch!" (perhaps it was hot.)
II B 2. poured about ½ C. soup in her
I.A.5 bowl. Head teacher came over
to serving table & said "There
isn't any soup left." Alene
I.E. asked "What if we want more?"
H.T "I'm sorry there isn't any
I D1 more." Held apple slice in rt hand
I A.5 ate it. Joel came to serving
table carrying his soup bowl,
I.C.3 sat down. Alene said, "I'm going
to eat my jello." Went over to
table where she was at first,
picked up 2 bowls of jello,
gave one to J & put one in
front of her at the serving
I.B.1. table 11:40 a.m.

Physical Motor

April 8, 1965; 9:20-9:30 a.m.; Spartan East side; Head teacher - Miss Anderson; Age Range - 3 yrs. 2 mos - 3 yrs. 8 mos.

II A.1. Carol walking in high heels, scooting feet along floor, back
I.C. straight, sat on chair back st.
III On large table were large pieces of paper, small odd-shaped pieces of paper, paste, + paste
II-B1 brushes. Carol picked up paste brush with rt. hand, held it
II-B1. like a pencil. Pasted small piece of paper which was held
II-B1 with left hand. Pushed small piece of paper down with left hand onto larger sheet of paper. Tore piece of
II-B2. crepe paper using both hands.
II B Pasted one piece using rt. hand to hold brush pencil-like; held piece down with left first finger + thumb; pushed piece on larger piece using

II A.1 both hands. Got up, scooted
feet across floor; held hands
away from body, went into
bathroom. Came back, sat on
same chair. Picked up piece
II B1, 3 piece of paper in left hand
using thumb + first finger;
pushed it down using same
fingers on dab of paste already
II B2. on paper. Picked up small
piece of paper with left hand;
with rt. hand put paste on paper
using short smooth strokes,
pushed paper down on large
paper using left hand. Picked
up large paper on corner with
II B1 left thumb + first finger, gave
to a participating mother who
hung it up.

I. B Carol has fair skin, rosy cheeks,
+ reddish-brown short hair

3 yrs. 8 mos. Birthday - 8/1/61; as of 1/19/65 - 41½"
I. A. + 36 lbs. Tallest in group, 2nd
from heaviest.

APPENDIX C

PERCENTILES FOR WEIGHT AND HEIGHT OF AMERICAN CHILDREN

How To Use Table: Suppose, for example, the reader wishes to know the average weight of five year-old girls. First find the heading 5 yr. Read to the right for girls (for boys, read to the left). The table indicates that the 50th percentile, that is, the average weight for girls at this age, is 40.5 pounds. The figure 34.8 pounds, located immediately to the left, in the column headed 10, means that the lightest 10 per cent of five year-old girls weigh less than 34.8 pounds. Correspondingly, the entry of 49.2 in the extreme right hand column, headed 90, means that the heaviest 10 per cent of girls at this age weight 49.2 pounds or more. (In other words, 90 per cent of all girls at this age weight less than 49.2 pounds.) An approximation of the data for the odd years not covered by this table, namely 11, 13, 15 and 17, may be found by calculating the figures intermediate to those given for the adjacent even years.

AGE	PERCENTILES, BOYS			MEASUREMENT	PERCENTILES, GIRLS		
	10	50	90		10	50	90
Birth	6.3	7.5	9.1	Weight, lb.	6.2	7.4	8.6
	18.9	19.9	21.0	Length, in.	18.8	19.8	20.4
3 mo.	11.1	12.6	14.5	Weight, lb	10.7	12.4	14.0
	22.8	23.8	24.7	Height, in.	22.4	23.4	24.3
6 mo.	14.8	16.7	19.2	Weight, lb.	14.1	16.0	18.6
	25.2	26.1	27.3	Height, in.	24.6	25.7	26.7
1 yr.	19.6	22.2	25.4	Weight, lb.	18.4	21.5	24.8
	28.5	29.6	30.7	Height, in.	27.8	29.2	30.2
2 yr.	24.7	27.7	31.9	Weight, lb.	23.5	27.1	31.7
	33.1	34.4	35.9	Height, in.	32.3	34.1	35.8
3 yr.	28.7	32.2	36.8	Weight, lb.	27.6	31.8	37.4
	36.3	37.9	39.6	Height, in.	35.6	37.7	39.8
4 yr.	32.1	36.4	41.4	Weight, lb.	31.2	36.2	43.5
	39.1	40.7	42.7	Height, in.	38.4	40.6	43.1
5 yr.	35.5	40.5	46.7	Weight, lb.	34.8	40.5	49.2
	40.8	42.8	45.2	Height, in.	40.5	42.9	45.4
6 yr.	40.9	48.3	56.4	Weight, lb.	39.6	46.5	54.2
	43.8	46.3	48.6	Height, in.	43.5	45.6	48.1
7 yr.	45.8	54.1	64.4	Weight, lb.	44.5	52.2	61.2
	46.0	48.9	51.4	Height, in.	46.0	48.1	50.7
8 yr.	51.2	60.1	73.0	Weight, lb.	48.6	58.1	69.9
	48.5	51.2	54.0	Height, in.	48.1	50.4	53.0
9 yr.	56.3	66.0	81.0	Weight, lb.	52.6	63.8	79.1
	50.5	53.3	56.1	Height, in.	50.0	52.3	55.3
0 yr.	61.1	71.9	89.9	Weight, lb.	57.1	70.3	89.7
	52.3	55.2	58.1	Height, in.	51.8	54.6	57.5
2 yr.	72.0	84.4	109.6	Weight, lb.	69.5	87.6	111.5
	56.1	58.9	62.2	Height, in.	56.1	59.6	63.2
4 yr.	87.2	107.6	136.9	Weight, lb.	91.0	108.4	133.3
	59.9	64.0	67.9	Height, in.	60.2	62.8	65.7
6 yr.	111.0	129.7	157.3	Weight, lb.	100.9	117.0	141.1
	64.1	67.8	70.7	Height, in.	61.5	63.9	66.5
8 yr.	120.0	139.0	169.0	Weight, lb.	103.5	119.9	144.5
	65.5	68.7	71.8	Height, in.	61.5	64.0	66.7

ble from Ernest H. Watson and George H. Lowrey, Growth and Development of ildren (Chicago, The Yearbook Publishers, rev. ed., 1954), pp. 43-44.