# OBSERVATIONS

Please do the following for your observations. You will have a separate sheet for each child interviewed. BE SURE TO ASK FOLLOW-UP QUESTIONS AS APPROPRIATE AND MAKE NOTES OF THE RESPONSES.

1. Basic information: Ask and record: *This information gives us an identifier (the name) and an indication of expected developmental level (age). This will also help us determine the influence of birth order and family size on development.*

# The child's FIRST name \_

* 1. The child's birthday (if she/he knows it) and age. Be sure to give EXACT age---number of years and number **of months**. If the child doesn't know ask the teacher for the information.
	2. How many older siblings? How many younger siblings? (Birth order and family size)
1. Drawing: *This helps establish cognitive level (sensory-motor, preoperational, concrete operations, formal operations)*

# Give the child crayons and paper.

* 1. Ask him/her to "draw a picture of a person."
	2. Ask the child to put her/his name on the paper.
	3. Ask the child, "Tell me about this picture," and record the answer.
	4. Attach the picture to this page.
1. Hide the box: *This establishes the child’s development in object constancy in the sensory-motor stage.*

# Show the child the box of crayons, and then hide it while he/she watches.

* 1. Ask her/him to find the object and record what he/she does. Be careful to note how difficult or easy it was for the child.
1. Why this happens: *This established the child's development within the preoperational stage by judging the realism and/or logic of the response*

# Ask, "Why does it rain?"

* 1. Record the answer. Be sure to ask follow-up questions as needed. Your job here is to determine what the child knows and also how firm he/she is in his/her belief that this is the answer. If the child says where/when he/she learned this, record that information, too.
1. Why this happens: *This established the child 's development within the preoperational stage by judging the realism and/or logic of the response (p*

# Ask, "What causes day and night?"

* 1. Record the answer. Be sure to ask follow-up questions as needed. Your job here is to determine what the child knows and also how firm he/she is in his/her belief that this is the answer. If the child says where/when he/she learned this, record that information, too.
	2. Pictures: *This indicates the child 's level within concrete operations stage by testing his/her ability at* ***grouping***

# Show the child the pictures of THE CARS.

* 1. Ask "How are these things alike?"
	2. Record the answer. Also note how quickly the child answers.
	3. When you have finished all the observations, please attach these pictures to the final report.
1. Pictures: *This indicates the child 's level within concrete operations stage by testing his/her ability at* ***grouping***

# Show the child the pictures of THE FLOWERS.

* 1. Ask, "Which of these is different from the others?"
	2. Record the answer. Also note how quickly the child answers.
	3. When you have finished all the observations, please attach these pictures to the final report.
1. Clay: *This indicates the child's level within concrete operations stage by testing his/her ability at* ***conservation***

# Take the two clay balls.

* 1. Show them to the child.
1. Now, make a snake of one ball.
2. Ask, "Which is more, the ball or the snake?" Record the answer. Also note how quickly the child answers.
3. If the child responds that one is bigger than the other, ask, "How do you know this one is bigger?"
4. Coins: *This indicates the child 's level within concrete operations stage by testing his/ her ability at* ***conservation***
	1. Using the coins and blocks, make two lines, one with coins and one with blocks that are the same length.
	2. Remove one block and reposition the others so the lines are still the same length.
	3. Ask, "Which has more, the coins or the blocks?" Record the answer. Also note how quickly the child answers. Be SURE to follow up and ask, "How do you know that one has more?" Also, be sure to say "more" in both questions, not "longer".

WRITING THE REPORT

When you have completed all the observations, you should:

1. Review your data. You should write a brief summary of the information from EACH observation, using the structure of the questionnaire as a guide. This may be short or long, depending on the responses of the interviewee.
2. Write a reflection on your findings. You should focus on:
	1. Similarities and differences in the responses at the different age groups. This may be in the form of a chart or narrative.
	2. Speculate on why the similarities and differences occurred.
	3. Using the information from the text as a guide, posit some theories about each child's developmental level based on the data you have collected
	4. Note any answers that may have surprised you and explain why this answer varied from your expectation.
	5. You may choose to include an additional section on either your observations or your reflection or both. This section may include information, observations, or comments that don't seem to fit

# OBSERVATION FORM

Child's FIRST name: ------------------

# Birthday: (Month, day and year) \_

How many older siblings? ------------------

# How many younger siblings? ------------------ Any other information you think might be important:

RECORDING FORM

Experiment:

1. drawing
2. hide the box
3. why this happens
4. why this happens #2
5. pictures (same)
6. pictures (different)
7. clay
8. coins/blocks

Notes: