

DEP 2002 Foundations in Child and Adolescent Psychology

Spring 2015 – TR 10:50a – 12:05p, Bldg. 51, Room 1205

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OFFICE HOURS: TR 9-10:30a, T 12:30-2:30p, or by appointment

REQUIRED TEXT AND MATERIALS

Berk, L. E. (2013). *Child Development* (9th Edition). New York: NY. Pearson. Plus MyDevelopmentLab Access

Note: There are three options available to you at the bookstore, 1) hardcover textbook with access to MyDevelopmentLab; 2) loose-leaf textbook with access to MyDevelopmentLab; or 3) MyDevelopmentLab and the e-book. Any of these options is acceptable. The first time you access MyDevelopmentLab, you will need to access it from Blackboard rather than logging directly into the MyDevelopmentLab site. To do this, go to our Blackboard course, click on the Pearson link, then click on the MyDevelopmentLab Course Home link. There you will be prompted for your access code to complete registration.

Your access to MyDevelopmentLab will also give you access to MyVirtualChild, which is included as a link in MyDevelopmentLab.

COURSE DESCRIPTION AND LEARNING OBJECTIVES

The course will cover concepts, theories, methods, and research findings of child development as they apply to physical, social, emotional and cognitive development. The purpose of this course is to provide a broad introduction to the study of development that will enable students to better understand children's growth and changes. It is expected that students will develop critical thinking skills and familiarity with psychological research methods used to study child development, and increase understanding of both normative patterns and individual differences in development. At the conclusion of this course students should be able to:

- 1) Identify and describe the major theories and concepts in the study of child and adolescent developmental psychology.
- 2) Identify and explain the basic research methods used in the study of child and adolescent development.
- 3) Describe and explain the processes of growth and change in physical, cognitive, social and emotional areas of development across childhood and adolescence as they relate to developmental science.
- 4) Apply knowledge about human development to real-world and personal experiences.

COURSE EVALUATION

General Notes and Policies about Assignments:

- You are expected to work independently on each assignment (with the exception of class discussion). Any duplication across students will be considered unauthorized collaboration.
- Study Plans and MyVirtualChild assignments (described below) are due online by 11:59PM on the due dates specified in this syllabus. The observation assignment (described below) is due IN CLASS on the due date specified in this syllabus. I will not accept emailed assignments. Late assignments will not be accepted, regardless of the reason. There will be no opportunity to make up for missed class discussions or missed assignments.
- The most important piece of advice I can give you is to give yourself sufficient time to complete the assignments and read and follow the instructions. And, if you have ANY questions, please come see me. Students who follow the instructions and ask questions are usually very successful in this course.

Chapter Study Plans (worth up to 60 points)

- These study plans will be completed in MyDevelopmentLab. The purpose is for you to become proficient with the material in each chapter. For each chapter you are to complete the assigned pretest (**worth up to 1 point**; 0-49% correct = 0, 50-100% correct = 1) and posttest (**worth up to 3 points**; 0-39% correct = 0, 40-59% correct = 1, 60-79% = 2, 80-100% correct = 3). MyDevelopmentLab will make study

recommendations for you based on your pretest performance. Though it is recommended you complete these activities you will not be graded on them. The pretest and posttest are both due at the end of the day in which we are scheduled to complete our discussion of the assigned chapter (see class schedule). However, to get the most out of these activities it is recommended that you begin the pretest as soon as possible and complete the posttest after you have read the chapter, engaged in recommended activities and/or attended the lecture/discussion for that chapter.

MyVirtualChild (worth up to 100 points)

- For this assignment you will raise your own (virtual) child up through age 18! Throughout the semester we will have 4 class discussions about your children after which you will need to submit responses to 3 assigned questions in the MVC program once your child has gone through each minimum age specified in the course schedule. More detailed information and the grading rubric for this assignment is presented later in this syllabus.

Observations (worth up to 100 points)

- For this assignment you will be expected to complete two 30-minute observations of children at the UNF Child Development Research Center. The first observation (worth up to 50 points) will focus on physical development and the second observation (worth up to 50 points) will focus on social development. A detailed description of this assignment and grading rubric is available at the end of this syllabus.

Quizzes (worth up to 250 points)

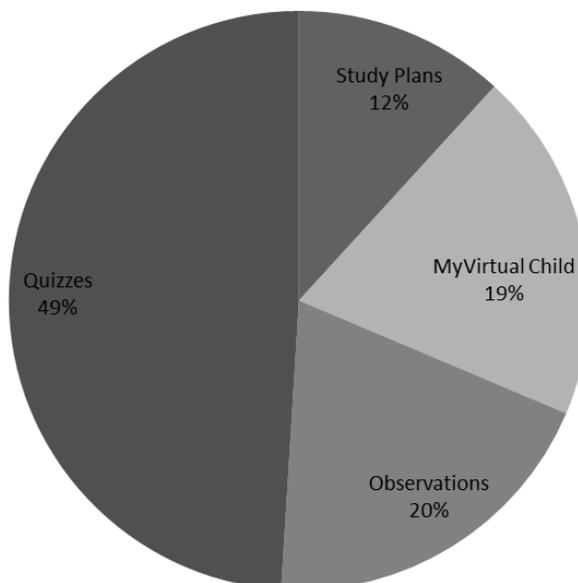
- There will be **five** quizzes during the semester, **each worth up to 50 points**. Each quiz will cover 3 chapters: Quiz 1 (Chapters 1-3), Quiz 2 (Chapters 4-6), Quiz 3 (Chapters 7-9), Quiz 4 (Chapters 10-12), Quiz 5 (Chapters 13-15). Each quiz will consist of 25 multiple choice questions (worth 2 points each).
- It is very important that you arrive to class on time on quiz dates. We will use the first 35 minutes of class to complete the quiz, after which the lecture/discussion portion of the class will begin. There are no make-up quizzes, regardless of the reason.
 - Optional Final Exam:** There will be an optional final exam that will cover all 15 chapters. There will be 100 multiple choice questions worth ½ point each. If you have missed any of the quizzes, then you will need to take this exam and your score will be used to replace any missing quiz scores. If you have taken all of the quizzes, then you can optionally take this exam and your score will replace your lowest quiz score (or be ignored if it is your lowest score).

Grading: You can earn up to 510 points in this course. The pie chart below gives you an idea of the emphasis each category has on your final grade based on the number of points each assignment category is worth. As you can see, the sum of all of your quizzes makes up approximately half of your grade while the sum of all other assignments makes up the other half. To calculate your course grade, all you need to do is take your earned total, divide by 510 and multiply by 100.

Category	Points
Study Plans	60
MyVirtualChild	100
Observations (2 worth 50 points each)	100
Quizzes (5 worth 50 points each)	250

Course Grade Scale

- 94-100 = A
- 90-93 = A-
- 87-89 = B+
- 84-86 = B
- 80-83 = B-
- 77-79 = C+
- 70-76 = C
- 60-69 = D
- Below 60 = F



ACADEMIC INTEGRITY:

- Academic integrity is expected for all course requirements and is necessary in order to complete the course successfully. Academic dishonesty includes but is not limited to cheating, plagiarism, or unauthorized collaboration. Cheating involves copying from another student's exam or homework assignment, using pre-prepared notes or other resources in any form during an exam, a student knowingly allowing another student to copy from homework or exams, forging or otherwise unauthorized changing of an earned grade, or arranging for someone else to take an exam under your identification. Plagiarism is the act of stealing and passing off, as one's own, the ideas or words of another. You must document the use of ideas and words from other sources with citations. Unauthorized collaboration occurs when a student works with other students to complete homework assignments without the expressed approval of the instructor. *The class will operate according to the Academic Integrity Code of the University of North Florida (described in full in the UNF Student Handbook). Violations of the Academic Integrity Code are subject to disciplinary action as specified in the UNF Academic Integrity Code.* <http://www.unf.edu/student-affairs/documents/SHS53-S99.pdf>.

SPECIAL NEEDS:

- Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, e-mail drcexams@unf.edu, or visit the DRC website <http://www.unf.edu/drc>.
- Military and veteran students may need both physical and academic accommodations and may contact the DRC to find further information. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. Contact Military and Veterans Resource Center by phone (904) 620-2655 or e-mail mvrvc@unf.edu

WHAT YOU CAN EXPECT FROM DR. PEREZ

- **Email.** I will respond to email in a timely fashion, within reasonable limits. During the week, you can reasonably expect an email response from me within 24 hours. If I have not responded within 24 hours, then you may want to attempt to contact me again. In general, I will not respond to email after 5p or during weekends or holidays. If you email me after 5p, then you can reasonably expect a response sometime the following day. If you email me over the weekend, you can reasonably expect a response sometime the following Monday or Tuesday. If you contact me over a holiday, then you can reasonably expect a response sometime during the next business day.
- **Voicemail.** I do not check voicemail regularly. The best way to contact me is via email. If you opt to leave a voicemail, it is at your own risk (i.e., I may not respond in a timely fashion).
- **Office hours.** Although I have regularly scheduled face-to-face office hours, I am available to you in several ways. We can meet over the phone, Online Conferencing in Blackboard, or even Skype or Face Time. Please contact me for appointments and options.

Class Schedule (Dates of topics are tentative and subject to change):

Week	Dates	Readings	Topic	Assignments Note: Study Plans (SP) and <i>MyVirtualChild (MVC)</i> assignments due online at 11:59pm
		*Note: Ch 15 will be discussed <u>before</u> Ch 14		
1	1/8	Ch 1, pp. 3-9	Course Introduction; The Field of Development; Basic Issues	
2	1/13	Ch 1, pp. 10-21	Historical Foundations; Mid-Twentieth-Century Theories	
	1/15	Ch 1, pp. 21-37	Recent Theoretical Perspectives; Applied Directions	Ch 1 SP Due
3	1/20	Ch 2, pp. 41-55	Research Strategies; Common Research Methods; Reliability and Validity	
	1/22	Ch 2, pp. 55-69	General and Developmental Designs; Ethics	Ch 2 SP Due
4	1/27	Ch 3, pp. 73-87	Genetic Foundations; Reproductive Choices	
	1/29	Ch 3, pp. 88-125	Prenatal Development, Birth, Heredity and Environment	Ch 3 Stud Plan Due
5	2/3	Ch 4, pp. 129-146	Quiz 1 (Chapters 1-3); The Organized Infant, <i>MVC group discussion (Birth)</i>	<i>Minimum MVC age 8 months</i>
	2/5	Ch 4, pp. 147-171	Infant Motor and Perceptual Development	Ch 4 SP Due
6	2/10	Ch 5, pp. 175-202	Physical and Brain Development; Factors Influencing Growth	MVC Assignment 1 Due
	2/12			
7	2/17	Ch 5, pp. 203-221	Puberty; Psychological Impact; Adolescent Health	Ch 5 SP Due
	2/19	Ch 6, pp. 225-261	Cognitive Development: Piaget <i>MVC group discussion (Physical Development)</i>	<i>Minimum MVC age 8 years, 11 months</i>
8	2/24	Ch 6, pp. 261-273	Cognitive Development: Core of Knowledge and Vygotsky	Ch 6 SP Due
	2/26	Ch 7, pp. 277-286	Quiz 2 (Chapters 4-6); Cognitive Development: Information Processing, Part I	<i>MVC Assignment 2 Due</i>
9	3/3	Ch 7, pp. 286-315	Cognitive Development: Information Processing, Part II	Ch 7 SP Due
	3/5	Ch 8	Intelligence <i>MVC group discussion (Cognitive Development)</i>	Ch 8 SP Due <i>Minimum MVC age 12 years, 11 months</i>
10	3/10	Ch 9	Language Development	<i>MVC Assignment 3 Due</i> <i>Ch 9 SP Due</i>
	3/12	Ch 10, pp. 401-418	Quiz 3 (Chapters 7-9); Emotional Development	
11		SPRING BREAK		
12	3/24	Ch 10, pp. 418-443	Temperament and Attachment	Ch 10 SP Due
	3/26	Ch 11	Self and Social Understanding	Ch 11 SP Due
13	3/31	Ch 12, pp. 485-513	Moral Development, Part I	
	4/2	Ch 12, pp. 514-525	Moral Development, Part II	Ch 12 SP Due

Week	Dates	Readings	Topic	Assignments Note: Study Plans (SP) and <i>MyVirtualChild (MVC)</i> assignments due online at 11:59pm
		*Note: Ch 15 will be discussed <u>before</u> Ch 14		
14	4/7	Ch 13, pp. 529-547	Quiz 4 (Chapters 10-12) , Gender Development, Part I	
	4/9	Ch 13, pp. 547-563	Gender Development, Part II	Ch 13 SP Due
15	4/14	Ch 15] *	Peers, Media, and Schooling	Ch 15 SP Due
	4/16	Ch 14] *	The Family <i>MVC final group discussion (Summary)</i>	Minimum MVC age 18 years, 1 month OBSERVATION ASSIGNMENT DUE IN CLASS Ch 14 SP Due
16	4/21	Quiz 5	Chapters 13-15	MVC Assignment 4 due
17	4/30	Optional Final Exam 9-10:50A	Chapters 1-15	

*Note: The Optional Final Exam can be used to either 1) replace any missing quiz scores OR 2) replace your lowest quiz score (assuming your score on the Final Exam is higher than your lowest quiz score).

MyVirtualChild Assignments

The purpose of these assignments is for you to apply what you have studied to the raising and understanding of your own (virtual) child. This assignment is divided into 4 parts in which we will discuss Birth, Physical Development, Cognitive Development, and an overall Summary that will include aspects of Social Development.

What is MyVirtualChild?

1. You access MyVirtualChild through the MyDevelopmentLab Course Homepage for our course.
2. Once you log in for the first time, MyVirtualChild is mostly self-explanatory. You will fill in a personality and abilities questionnaire about yourself at the beginning of the program. Scores on the questionnaire are used to alter randomly preset values of the child.
3. Next, you will take on the role of Parent in which you will to make decisions about parenting the child or about interests and activities you think your child might select. At key points (e.g., 8 months, 15 months, etc.) you will read vignettes that cover various milestones the child has attained, specific problems the child is having, or experiences that occur in the family or in the school or community environment.

What do I need to do?

1. Throughout the program, you should be taking notes about the decisions you have made and the vignettes about your child. These notes will guide your participation in class discussion about your child and will help you to answer the assigned questions.
2. You should raise your child up to the minimum age specified for each class discussion. Bring notes about your child and a copy of the assigned questions to class discussion on the dates listed below. After class discussion answer the assigned questions within the MyVirtualChild Program.

Minimum Age and Topic	Important dates	Questions
8 Months, Birth	Class Discussion: 2/3/15 Questions Due: 2/10/15	<ol style="list-style-type: none"> 1. Describe your or your partner's labor and delivery experience with your virtual child. For example, when and where did labor begin, how did this labor experience compare with typical patterns described in your text? How was your baby's initial health? Be sure to describe and interpret his/her APGAR scores (if available) and initial physical appearance. 2. Before you continue raising your child, consider what type of parent you intend to be. You can have fun with this and be a parent you would never want to be in real life, or the exact parent you would like to be. Describe what your intentions are as a parent and how you think this will affect your child. 3. Based on class discussion, describe two things that most surprised you about other virtual children in your group. Describe two parenting ideas that were most different from your own and explain how or why they were different.
8 Years, 11 Months, Physical Development	Class Discussion: 2/17/15 Questions Due: 2/24	<ol style="list-style-type: none"> 1. What activities and experiences have you and your child engaged in that might be promoting healthy behavioral practices and an interest in physical activity? If your child is older, what physical fitness and sport-related skills has (s)he acquired? 2. Is your child delayed or advanced in any area of development according to the reports you have been receiving from experts? Based on what you have studied, do you think this is most likely a result of specific biological or environmental factors? If not delayed or advanced explain why you think your child is developing normally, based on what you have studied. 3. Based on class discussion, what differences did you notice in other virtual children's physical health and development based on different socioeconomic, ethnic or cultural backgrounds? Provide at least 2 examples.

12 Years, 11 Months, Cognitive Development	Class Discussion: 3/3/15 Questions Due: 3/10/15	<ol style="list-style-type: none"> 1. Describe changes in your child's cognitive and language skills since he/she started school and assess how well these skills are developing based on what you have studied. 2. If your child has any problems that affect school work, such as dyslexia, ADHD, or low levels of verbal, mathematical/scientific or spatial ability, describe these problems and explain what you and the teachers are doing about them. The 5th grade report card will be useful for this but you should also incorporate your own observations. If your child doesn't have any academic difficulties, describe what you are doing anyway to help your child do well in math/science and literacy (reading, writing and communicating). 3. Based on class discussion, describe 3 things that you wish you would have done differently that other group members did in order to help your child's cognitive development.
18 Years, 1 Month	Class Discussion: 4/16/15 Questions Due: 4/21/15	<ol style="list-style-type: none"> 1. As the program ends, what pathways does your child appear to be on in terms of physical, cognitive, social, emotional and moral development? To what extent could you have predicted these pathways based on what you knew of your child's earlier development? Describe some specific ways in which you think your parenting mattered for your child's development, based on evidence from the course regarding the contributions of parents to child development. 2. Describe some specific ways in which your child developed that appeared to be influenced by factors outside your control, such as genes, random environmental events or the general influence of contemporary middle-class American culture. 3. Describe one key piece of information you will take away from class discussions with your group about your virtual children.

How will I be graded?

Grading Rubric

MVC Age 8 Months	
Points	
10	Attended and actively participated in class discussion on 2/3/15
15	Provided a thoughtful answer to each question (5 points each) that was based on information from the MVC program, class discussion, and other information studied – DUE 2/10/15
MVC Age 8 Years, 11 Months	
10	Attended and actively participated in class discussion on 2/17/15
15	Provided a thoughtful answer to each question (5 points each) that was based on information from the MVC program, class discussion, and other information studied – DUE 2/24/15
MVC Age 12 Years, 11 Months	
10	Attended and actively participated in class discussion on 3/3/15
15	Provided a thoughtful answer to each question (5 points each) that was based on information from the MVC program, class discussion, and other information studied – DUE 3/10/15
MVC Age 18 years, 1 Month	
10	Attended and actively participated in class discussion on 4/16/15
15	Provided a thoughtful answer to each question (5 points each) that was based on information from the MVC program, class discussion, and other information studied – DUE 4/21/15

Observations Assignment , Due 4/16/15

GENERAL GUIDELINES FOR OBSERVATIONS

A good observer remains detached from the children and situation they are observing so that they can be objective in their data collection and avoid interfering with the experiences of those they observe. These guidelines will help you to be inconspicuous and respectful of the privacy of those you observe.

- You are to complete **TWO 30-minute observations**. Each of your two 30-minute observations is to be completed at the **UNF Child Development Research Center** (located on-campus next to the police station).

Bldg 49,
904-620-CDRC
(904-620-2372)
cdrc@unf.edu

- Visitors are allowed between 9:00 and 12:00 or 3:00 to 6:00pm.
- **Contact the center to sign-up for a scheduled observation time**. You may sign up for 1 hour and complete your two observations at that time. Alternatively, you may sign up for two different 30 min. time slots and complete your two observations separately.
- The center works best with no more than four observers per room at one time. Having 'extra outsiders' milling about is distracting to the children. This is why scheduling an appointment ahead of time is so important. Arrive on time and leave promptly so that the next group of observers will have their full allotted time.
- Before you get to the Center **familiarize yourself with the assignment** so that you have all of the materials you need and so that your time at the Center will be minimal.
- **Be sure to bring your UNF Student ID with you and sign in at the Office before going to the classroom or play area**. The center will provide me with a list of students that have visited the Center at their scheduled time.
- **Be a silent observer**. If a child comes up to you and begins to talk, briefly answer them by indicating your purpose for being in the Center but don't engage in conversation with the children. If you go outdoors with the children, wait until they have all left the indoor classrooms before you also go outside. This will help to ensure the 'naturalness' of the behaviors you observe.
- Avoid intervention except in a situation when no other adult is nearby and it is clear that the child needs help or is in danger. At that point you can be the warm and caring adult that you really are!
- Be sure to dress appropriately. That means no short shorts, low shirts or low pants, no see through blouses, etc. Do not eat, drink, or smoke while at the center.
- **On the following pages you will find directions for each of your two 30 min. observations.**

INSTRUCTIONS FOR OBSERVATION 1 Physical Development

These observations will give you the opportunity to apply what you have learned about children's physical development.

Observation 1: Observe **2 children**, for 10 one-minute intervals each during PHYSICAL ACTIVITY. You will not be able to complete the questions for this observation adequately if you do not observe children while they are physically active. Therefore, you should not complete this observation while students are reading, watching a movie, napping, etc. Ideally, you will need to plan to observe them while they are involved in outdoor play and should schedule your observation accordingly. For each child:

1. For 10 minutes take running notes on one child. Use the "Running Notes" sheet provided in this syllabus. You will want to bring SEVERAL copies of the sheet. The Running Notes form is available in this syllabus but also posted in Blackboard in the Assignments link and in the Observations folder. You can estimate that you would need a minimum of 1/3 page of notes for each minute, and a minimum of 4 pages per child is recommended. Indicate the time for each observation you write down (e.g., 10:15am, 10:16am, 10:17am) in the left hand column. Your running notes should be objective and factual recordings of your observations. Running notes should NOT include your interpretations. Just record the behavior you see, with special emphasis on behaviors that demonstrate control over movements, strength (e.g., when they climb or lift things), and coordination (e.g., when throwing a ball or another object). After you have completed your 10-minute observations and running notes for the first child, repeat the process for the second child. You will need to turn in your original Running Notes.
2. After you have completed your observation you will need to complete the following write-up for each child (typed separately):

OBSERVATIONS OF PHYSICAL ACTIVITIES

In evaluating the child's abilities it is not sufficient to simply say that physical abilities were "good" or "okay." You need to describe what you observed and justify, based on what you have studied (e.g., reading from the text), your evaluation of the child. Answers should be typed on a separate sheet of paper after your observation has been completed.

Child #1: Approximate age: _____ Gender: _____

1. Describe the activities the child engaged in that demonstrated their physical control, strength and coordination. Activities involved in:
 2. Evaluate the child's physical abilities compared to other children (explain why you think this child is below average, average or above average based on information from the text and class lecture/discussions) based on what you have studied.
3. Turn in all original Running Notes and your typed answers to the questions IN CLASS on 4/16/15.

INSTRUCTIONS FOR OBSERVATION 2

Social Development

These observations will give you the opportunity to apply what you have learned about children's social development.

Observation 2: Observe a **group of four or more** children at **FREE PLAY**. From this play group select two of the children for detailed observation. The two children you select do not have to be playing with each other but **they must be engaged in free play activities**. Do not conduct this observation during times when children are engaged in organized events (e.g., story time), are engaged in non-play activities led by adult, are eating, napping, or watching movies, or are otherwise not engaged in free play activities.

1. For 10 minutes take running notes on one child. Use the "Running Notes" sheet provided in this syllabus. You will want to bring SEVERAL copies of the sheet. You can estimate that you would need a minimum of 1/3 page of notes for each minute, and a minimum of 4 pages per child is recommended. Indicate the time for each observation you write down (e.g., 10:15am, 10:16am, 10:17am) in the left hand column. Your running notes should be objective and factual recordings of your observations. Running notes should NOT include your interpretations. Just record the behavior you see, with special emphasis on social and play behaviors. After you have completed your 10-minute observations and running notes for the first child, repeat the process for the second child. You will need to turn in your original Running Notes.
2. Immediately after you have completed the 10-minute observation, use the "Play Category Form" provided in this syllabus. This form is also available in Blackboard for printing. It is in the Assignments link in the Observations folder. For each 1-minute period give a brief description of the child's play behavior and categorize the type of play the child was engaged in during that time period based on the Play Categories listed below:

Play Categories

Unoccupied Behavior (Onlooker)-- not involved in any activity, wanders aimlessly, or is watching others who are playing/ performing some other activity

Solitary Play -- involved in an activity by himself/ herself

Parallel Play -- involved in an activity by himself/ herself but another child is involved in an activity beside him/ her--there is no social interaction between the two -- they may be playing with similar objects but are not working together cooperatively to create something

Associative or Cooperative Play -- two or more children are involved in an activity together—there is social interaction--children move in and out of groups easily and they are working together to create something

Other – any behavior or activity that does not fall under any of the above categories

3. On the "Play Category Form" count and sum the occurrences of each play style.
4. After you have completed your observations you will need to complete the following write-up for each child (typed separately):

OBSERVATIONS OF SOCIAL ACTIVITIES

Describe what you observed and justify, based on what you have studied (e.g., reading from the text), your evaluation of the child. Answers should be typed on a separate sheet of paper after your observation has been completed.

1. Summarize how your observations are related to the child's overall social development.
 2. Indicate whether the child's social development appears to be below average, average, or above average for child's age and reasons for this rating.
5. Turn in all original Running Notes, the Play Category Form and your typed answers to the questions IN CLASS on 4/16/15.

PLAY CATEGORY FORM

PLEASE NOTE: You will need to make/print an extra copy of this form so that you will have 1 per child.

Child # _____

Child Age _____

Child Gender _____

Date _____

Time _____

Setting _____

I. ONE MINUTE OBSERVATIONS

Time	Play Category	Description of Behavior
Minute 1		
Minute 2		
Minute 3		
Minute 4		
Minute 5		
Minute 6		
Minute 7		

Time	Play Category	Description of Behavior
Minute 8		
Minute 9		
Minute 10		

II. SUMMARY OF OBSERVATION

Behavior	Unoccupied/ Onlooker	Solitary Play	Parallel Play	Associative/ Cooperative Play	Other
Total number of each category observed					

Grading Rubrics

OBSERVATIONS ASSIGNMENT

Physical Development

Points Possible		
Child 1	Child 2	
5	5	Completed observation at the CDRC during Physical Activity
5	5	Notes completed in ten one-minute intervals as directed
5	5	Running Notes adequately focused on physical control, strength and coordination
10	10	Provided thoughtful write-up of evaluation of the child's abilities based on information studied

Social Development

Points Possible		
Child 1	Child 2	
5	5	Completed observation at the CDRC during Free Play
5	5	Running Notes completed in ten one-minute intervals as directed
5	5	Accurate identification of play categories and descriptions
10	10	Provided thoughtful write-up of evaluation of the child's abilities based on information studied