

Date: ___/___/___ Start Time: _____ Initials: _____

Location: _____

Adult Gender: M | F | NA Child Gender: M | F | NA

CONTEXT

Use Codes in Notes

A adult hold/with another child
B adult with another adult
C adult using phone

D adult within arm's reach of child
E adult is more than 5 feet from child
F adult is cleaning up/telling child to clean up

ADULT

CHILD

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

1

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

2

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

3

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

4

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

5

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

6

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

7

- 1 does not attend to child
- 2 separate but observing
- 3 follows child around

- 4 gives directions to child (close or far)
- 5 models, points, or explains to initiate
- 6 plays with child (back and forth)

Notes:

$$\frac{\text{Total Points}}{\text{Intervals}} = \boxed{\text{ADULT SCORE}}$$

$$\frac{\text{Total Points}}{\text{Intervals}} = \boxed{\text{CHILD SCORE}}$$

**MATERIALS
NEEDED**

- Timer (set to 30-second intervals)
- Pen/Pencil
- Clipboard
- 1 data sheet per adult-child pair

DIRECTIONS

STEP 1

Fill out the top of the form. It is important to include the month, date, AND year (because we have data from last year, we don't want to be confused). Include your name or your initials, so we can follow up if we have questions about a record form.

For "Location", indicate the physical location by name/theme (e.g., farm)

STEP 2

Observe the observation area for a good adult-child pair to observe.

Tip: Identify 1 adult and 1 child that appear to have just entered/begun to explore the area to be the targeted pair for the next 3.5 minutes. If a family enters, select 1 adult and 1 child to focus on for the observation.

STEP 3

Set the timer for 30 seconds. Hit START. Look around at your paper or anywhere else BUT at the pair.

When the timer ends, look directly at the adult-child pair and record what they are doing at that exact moment. Include Context codes in the "notes" section.

Restart the timer.

STEP 4

Repeat Step 3 until the last row, observation #7, is filled OR the adult-child pair have left play area/space.

For the adult and child total scores, sum all points earned across all observations. Write the totals at the bottom of the page for the numerator. Report the total # of observations (1-7) as the denominator. Divide each to get a total Adult and Child score.