

## Small Group Observation Form Instructions

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### General

Rows - the group section is divided into 5 rows for recording. Each row is for a two minute time period.

Actively supervises and rotates attention - a yes or no is marked in this column at the end of each 2 minute interval. "Yes" would indicate the trainee rotated their attention to each child in or entering the activity center.

### Indirect Language Stimulation

Indirect Language Stimulation – Mark when you hear the person you are observing using both the information talk and indirect responses language enrichment techniques.

- Information Talk is divided into 5 categories for recording:
  - Parallel Talk - Describes what the child is doing, seeing or hearing as he does it, e.g., "You're pushing the car".
  - Self Talk - Describes what the adult is doing, seeing or hearing, e.g., "I am washing the cups".
  - Description - Describes objects the child sees or interacts with, e.g., "That's a big brush".
  - Comments - The typical teacher talk that sets the stage for activities and/or provides children with additional.
  - Open Ended Questions - Questions that are broad in their context.
- Indirect Responses are divided into 2 categories used for recording:
  - Expansion – Adding or expanding a child's sentence and may add another concept.
  - Repetition – Adults repeats what the child says using correct articulation.

### Direct Interactions

Direct Interactions: Mark when you hear the person you are observing give instructions, directions, and request directed to a child that require a response from that child.

- Directives are divided into three categories:

- Appropriate - Examples of appropriate verbal directives include: "Pass Mary a paint brush", "Wash your hands before snack", "Put it on the shelf", "Put your coat on the hook". Appropriate cues such as these are recorded here.
- Close ended questions – Examples of appropriate close ended questions would be "Do you want snack?" "Which one is full?" "Do you want me to get the pan?" These should be mark here and remember there should be a limited number of these questions.
- Inappropriate - Inappropriate directives would be:
  - Weak- directive that are delivered without having the child's attention, are not delivered in a positive context, or use simple labeling such as "behave" that does not give the child enough information.
  - Repeat - Repeating directives are common errors trainees make.
  - Question/Language - cues that pose the directive in the form of a question or are too wordy or unclear.
- Praise and Encouragement: Mark when you hear the person you are observing giving praise or encouragement to a child.
  - Appropriate – Examples would be a direct statement praising and encouraging children.
    - "Thank you for washing your hands."
    - "You worked really hard on that picture. You should be proud of yourself."
    - "Last week that was harder for you, good work!"
  - Inappropriate - Inappropriate praise and encouragement would be:
    - No Reinforcer - the child respond correctly and the adult gives no reinforcer
    - Weak - the adult provides reinforcement but the child does not perceive it as reinforcing (said in low voice, not enthusiastic, inappropriate for that particular child.
    - Delayed - the adult provides reinforcement but it is given long after the child's response

- Corrective feedback - All corrective statements provided to children are recorded here.
  - Appropriate Correction – would follow the correction procedure outlined below
    - Feedback - Stop or interrupt the child and gain his/her attention.  
EXAMPLES: "not quite", "You almost got it", "Wait", "That's not right."
    - Redirect and assist Restate the task in some way and provide the child with the verbal and physical assistance needed to complete the task.  
EXAMPLE: The teacher says, "You need to wash before snack" while physically directing them in the direction of the sink.
    - It is important to provide the minimum assistance possible, but not allow the child to fail again.
    - Begin with minimal assistance. Your level of assistance can build as you assess the child's performance of the task.
    - Confirm to the child that the task was completed correctly and end on a positive note. EXAMPLES: "That's better", "Now you've got it", "OK", "Thank you", "Now you can..."
  - Inappropriate - If a correction is not given or the correction given lacks any of the above steps it is marked as inappropriate.