

CENTER OBSERVATION FORM

Public reporting burden for this collection of information is estimated to average two hours for the observation, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to ACF Reports Clearance Officer, Paperwork Reduction Project (OMB# 0970-0143), Administration for Children and Families, Office of Information Services, 370 L'Enfant Promenade, S.W., Washington, DC 20447. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The OMB number for this project is 0970-0143.

MPR ID:	
PROVIDER ID:	
STAFF ID:	
INTERVIEWER ID:	
Primary Caregiver:	_____
	(First Name)
Date:	/ / 19
	MONTH DAY YEAR
OBSERVATION START TIME:	: AM/PM
OBSERVATION END TIME:	: AM/PM

ROUND OF DATA COLLECTION:	
14 MO.	01
24 MO.	02
36 MO.	03

Conducted for:
 Mathematica Policy Research, Inc.
 P.O. Box 2393
 Princeton, NJ 08543-2393
and
 Administration on Children, Youth, and Families
 U.S. Department of Health and Human Services

INTRODUCTION

As you know, I will be observing (CHILD) this morning. I want to see what a typical morning is like for (him/her). I want to see how (he/she) acts around the other people in the room and how (he/she) pays attention to the things in the room. I want to find out what kinds of experiences (he/she) usually has. For the observations to be accurate, it is important that everyone act as naturally as possible and just do what they would be doing if I weren't here. I know this is easier said than done, but try to do what you would normally do. The purpose of these observations is really just to find out how children spend their time in child care. I will be following (CHILD)'s activities, and I may, therefore, need to go in and out of the room. I'll try not to be disruptive. If you just ignore me, I hope that the children will too.

INTRODUCCIÓN

Como Ud. ya sabe, voy a estar observando a (CHILD) esta mañana. Quiero ver lo que es una mañana típica para (él/ella). Quiero ver como actúa alrededor de otras personas en el (aula/cuarto) y como presta atención a las cosas en el lugar. Quiero averiguar que tipo de experiencias (él/ella) tiene, generalmente. Para que estas observaciones sean precisas, es importante que todos los presentes se comporten en la manera más natural que es posible, y que hagan lo que harían si yo no estuviera aquí. Yo sé que esto es más fácil decir que hacer, pero traten de hacer lo que normalmente hacen. El propósito de estas observaciones es ver como pasan los niños el tiempo mientras están bajo cuidado. Yo voy a estar observando a las actividades de (CHILD), y por lo tanto, quizás tendré que salir y entrar del (aula/cuarto). Trataré de no interrumpir. Si Ud. (ignora/pasa por alto) mi presencia, espero que los niños harán lo mismo.

CENTER OBSERVATION INSTRUCTIONS

1. Complete telephone interview with director
2. Complete referenced sections of the ITERS from the interview
3. When you arrive at the center, introduce yourself and ask for an informal tour around the center--look for information you will need on the ITERS
4. Distribute the **Self-Administered Questionnaire for Providers (SAQ)** to all (new or anniversary) staff in the classroom
5. Complete the CHILD-ADULT COUNT every 20 minutes--START 20 MINUTES into observation time. For COUNTS, count the group you are part of. This should be the one with the focus child
- 5A. IF THIS IS A 24 MONTH OLD--DO CHILD FOCUSED OBSERVATIONS IMMEDIATELY AFTER THE COUNTS.
6. Observe features required to complete the ITERS
7. Observe Direct Provider as much as possible - use Arnett note page
8. Conduct the Direct Provider Interview in a quiet, private place. Ask about any items you did not observe--**using the questions in the ITERS**
9. Collect all SAQs
10. Give the director the \$20 incentive and have (him/her) sign the receipt
11. After leaving complete the Arnett and the interviewer rating items

A. RECORD THE FOLLOWING DESCRIPTIONS TO ASSIST YOUR OBSERVATIONS:

FOCUS CHILD: BRIEF DESCRIPTION OF HIS/HER CLOTHING OR OTHER IDENTIFYING CHARACTERISTICS

PRIMARY CAREGIVER:

BRIEF DESCRIPTION OF HIS/HER CLOTHING OR OTHER IDENTIFYING CHARACTERISTICS

B. CHILD-ADULT COUNT

Conduct a count every 20 minutes. If the group is in separate areas (for example, some outside, some inside) take the count of the group with the focus child. Do not double count children.

For activity counts, put a check next to the activity group that includes the **focus child**.

1. |__|__|:|__|__|

A. COUNT WAS TAKEN . . .

INSIDE 01

OUTSIDE 02

B. IS FOCUS CHILD PART OF THE COUNT?

YES 01

NO 00


C. ADULTS |__|__|

D. NUMBER OF CHILDREN CRYING |__|__|




RECORD WHAT FC IS DOING


E. CHILDREN

1. Snack/meal/feeding |__|__|  FC


2. In crib/swing/other sleeping place |__|__|  FC

3. Being diapered/in bathroom |__|__|  FC

4. Free play |__|__|  FC

5. Wandering/unoccupied |__|__|  FC


6. Art |__|__|  FC

7. Music |__|__|  FC

8. On walk |__|__|  FC

9. Other group activity |__|__|  FC

10. Other _____ |__|__|  FC

11. Other _____ |__|__|  FC

TOTAL CHILDREN

2. | | : | |

A. COUNT WAS TAKEN . . .

INSIDE 01

OUTSIDE 02

B. IS FOCUS CHILD PART OF THE COUNT?

YES 01

NO 00

C. ADULTS | |

D. NUMBER OF CHILDREN CRYING | |



**RECORD WHAT
FC IS DOING**

E. CHILDREN

1. Snack/meal/feeding | | FC

2. In crib/swing/other sleeping place | | FC

3. Being diapered/in bathroom | | FC

4. Free play | | FC

5. Wandering/unoccupied | | FC

6. Art | | FC

7. Music | | FC

8. On walk | | FC

9. Other group activity | | FC

10. Other _____ | | FC

11. Other _____ | | FC

TOTAL CHILDREN

3. | | : | |

A. COUNT WAS TAKEN . . .

INSIDE 01

OUTSIDE 02

B. IS FOCUS CHILD PART OF THE COUNT?

YES 01

NO 00

C. ADULTS | |

D. NUMBER OF CHILDREN CRYING | |



**RECORD WHAT
FC IS DOING**

E. CHILDREN

1. Snack/meal/feeding | | FC

2. In crib/swing/other sleeping place | | FC

3. Being diapered/in bathroom | | FC

4. Free play | | FC

5. Wandering/unoccupied | | FC

6. Art | | FC

7. Music | | FC

8. On walk | | FC

9. Other group activity | | FC

10. Other _____ | | FC

11. Other _____ | | FC

TOTAL CHILDREN

4. | | | : | | |

A. COUNT WAS TAKEN . . .

INSIDE 01

OUTSIDE 02

B. IS FOCUS CHILD PART OF THE COUNT?

YES 01

NO 00

C. ADULTS | | |

D. NUMBER OF CHILDREN CRYING | | |



**RECORD WHAT
FC IS DOING**

E. CHILDREN

1. Snack/meal/feeding | | | FC

2. In crib/swing/other sleeping place | | | FC

3. Being diapered/in bathroom | | | FC

4. Free play | | | FC

5. Wandering/unoccupied | | | FC

6. Art | | | FC

7. Music | | | FC

8. On walk | | | FC

9. Other group activity | | | FC

10. Other _____ | | | FC

11. Other _____ | | | FC

TOTAL CHILDREN

5. | | : | |

A. COUNT WAS TAKEN . . .

INSIDE 01

OUTSIDE 02

B. IS FOCUS CHILD PART OF THE COUNT?

YES 01

NO 00

C. ADULTS | |

D. NUMBER OF CHILDREN CRYING | |



**RECORD WHAT
FC IS DOING**

E. CHILDREN

1. Snack/meal/feeding | | FC

2. In crib/swing/other sleeping place | | FC

3. Being diapered/in bathroom | | FC

4. Free play | | FC

5. Wandering/unoccupied | | FC

6. Art | | FC

7. Music | | FC

8. On walk | | FC

9. Other group activity | | FC

10. Other _____ | | FC

11. Other _____ | | FC

TOTAL CHILDREN

--

6. | | : | |

A. COUNT WAS TAKEN . . .

INSIDE 01

OUTSIDE 02

B. IS FOCUS CHILD PART OF THE COUNT?

YES 01

NO 00

C. ADULTS | |

D. NUMBER OF CHILDREN CRYING | |



**RECORD WHAT
FC IS DOING**

E. CHILDREN

1. Snack/meal/feeding | | FC

2. In crib/swing/other sleeping place | | FC

3. Being diapered/in bathroom | | FC

4. Free play | | FC

5. Wandering/unoccupied | | FC

6. Art | | FC

7. Music | | FC

8. On walk | | FC

9. Other group activity | | FC

10. Other _____ | | FC

11. Other _____ | | FC

TOTAL CHILDREN

C. ARNETT SCALE OF CAREGIVER BEHAVIOR

Observer: Rate the extent to which each of the following statements is characteristic of the primary caregiver.

	Not at All	Somewhat	Quite a Bit	Very Much
C.1. Speaks warmly to the children (e.g., positive tone of voice, body language)	01	02	03	04
C.2. Seems critical of the children (e.g., puts children down, uses sarcasm)	01	02	03	04
C.3. Listens attentively when children speak to her (e.g., looks at children, nods, rephrases their comments, engages in conversations)	01	02	03	04
C.4. Places high value on obedience (e.g., expects children to follow adult agenda, fails to respond to daily events in a flexible way)	01	02	03	04
C.5. Seems distant or detached from the children (e.g., sits apart, does not touch children, does not greet children)	01	02	03	04
C.6. Seems to enjoy the children (e.g., conveys warmth by smiling, touching, taking children's conversations seriously)	01	02	03	04
C.7. When children misbehave, explains the reason for the rule they are breaking (e.g., discusses consequences, redirects behavior, discusses what to do instead)	01	02	03	04
C.8. Encourages the children to try new experiences (e.g., suggests friends do it together, helps children start, introduces new materials)	01	02	03	04
C.9. Exercises a great deal of control over the children (e.g., doesn't take child input, rigid adherence to rules and schedules)	01	02	03	04
C.10. Speaks with irritation or hostility to the children (e.g., sharp tone, raises voices)	01	02	03	04
C.11. Seems enthusiastic about the children's activities and efforts (e.g., congratulates children, states appreciation for their efforts)	01	02	03	04
C.12. Threatens children in trying to control them (e.g., uses bribes, rewards, and threats of punishment)	01	02	03	04
C.13. Spends considerable time in activity not involving interaction with the children (e.g., does adult tasks during child activity periods)	01	02	03	04

	Not at All	Somewhat	Quite a Bit	Very Much
C.14 Pays positive attention to the children as individuals (e.g., speaks to individual children, uses their names, calls attention to prosocial behaviors, comments on their strengths)	01	02	03	04
C.15 Reprimands children when they misbehave (e.g., is punitive, fails to acknowledge difficulties of learning self-control, fails to redirect behavior) .	01	02	03	04
C.16 Talks to the children on a level they can understand (e.g., uses terms familiar to children, checks for clarification)	01	02	03	04
C.17 Punishes the children without explanation (e.g., does not discuss infraction)	01	02	03	04
C.18 Exercises firmness when necessary (e.g., clear and direct directions, checks for understanding) . .	01	02	03	04
C.19 Encourages children to exhibit prosocial behavior (e.g., sharing, cooperating, pairs socially skillful children with those that need practice)	01	02	03	04
C.20 Finds fault easily with the children (e.g., negative tone, critical)	01	02	03	04
C.21 Fails to show interest in the children's activities (e.g., removes self from children's activities, doesn't talk to children or extend their conversation)	01	02	03	04
C.22 Seems to prohibit many of the things the children want to do (e.g., adheres to rigid schedule or adult outcomes and agendas)	01	02	03	04
C.23 Fails to supervise the children very closely (e.g., withdraws during activities, fails to foresee and forestall mishaps)	01	02	03	04
C.24 Expects the children to exercise self-control (e.g., to be undistruptive for short group, teacher-led activities; to be able to stand in line calmly; reminds children of expectations; and asks for cooperation in supportive ways)	01	02	03	04
C.25 When talking to children, kneels, bends or sits at their level to establish better eye contact (e.g., ensures connection when having a conversation)	01	02	03	04
C.26 Seems unnecessarily harsh when scolding or prohibiting children (e.g., angry tone, shakes children, uses physical punishment, uses "time out" without explanation)	01	02	03	04

D. POST VISIT RATING BY INTERVIEWER

D1. DURING THE ENTIRE VISIT, HOW AT EASE DID THE PRIMARY PROVIDER APPEAR?

- VERY UNCOMFORTABLE 01
- SLIGHTLY ILL AT EASE 02
- MODERATELY COMFORTABLE 03
- COMPLETELY COMFORTABLE AND AT EASE 04

D2. DURING THE ENTIRE VISIT, HOW DISRUPTIVE DO YOU THINK YOUR PRESENCE WAS?

- NOT AT ALL DISRUPTIVE 01
- MINIMALLY DISRUPTIVE 02
- MODERATELY DISRUPTIVE 03
- HIGHLY DISRUPTIVE 04

D3. DURING THE ENTIRE VISIT, HOW MUCH DID THE FOCUS CHILD TRY TO INTERACT WITH YOU?

- DIDN'T NOTICE YOU AT ALL 01
- A FEW GLANCES OR SMILES ONLY 02
- QUITE NUMEROUS GLANCES, SMILES, VOCALIZATIONS 03
- PROLONGED WATCHING AND NUMEROUS ATTEMPTS TO INTERACT 04

D4. RATE THE OVERALL POSITIVE RELATIONSHIP OF THE PRIMARY CAREGIVER WITH THE FOCUS CHILD.

- NO EVIDENCE OF A SPECIAL LOVING RELATIONSHIP** 01
(NO SPECIAL ATTENTION, NO PREFERENCE BY CHILD FOR PROVIDER)
- HINTS OF A POSITIVE RELATIONSHIP** 02
(SOME DEVELOPING BUT MINIMAL)
- MODERATE POSITIVE RELATIONSHIP** 03
(NOT STRONG OR UNIFORMLY POSITIVE; AMBIVALENT)
- STRONG POSITIVE RELATIONSHIP** 04
- DON'T KNOW/NOT OBSERVED** -1

EXAMPLES OF POSITIVE = SOURCE OF COMFORT, SHARES EXPERIENCE, AFFECTIONATE, MUTUAL ATTENTIVENESS, CLOSE PHYSICAL CONTACT, RESPONSIVENESS.

D5. RATE THE ADULT- OR CHILD-CENTEREDNESS OF THE CARE

- ADULT-CENTERED/INADEQUATE** 01
(CARE IS INADEQUATE OR BARELY ADEQUATE--STAFF
CONVENIENCE IS FOCUS)
- ADULT-CENTERED/ADEQUATE** 02
(CARE NOT MARKED BY SPECIAL GENTLENESS, RESPECT,
OR INTEREST IN CHILDREN, ADULT GOALS, DRIVE CARE)
- SOMETIMES/SOMEWHAT CHILD-CENTERED** 03
(SOMETIMES OR SOME CHILDREN GET GOOD CARE)
- CONSISTENTLY CHILD-CENTERED** 04
(ADULT TALK ABOUT CHILDREN, CARE AIMED AT IMPROVING
CHLD'S COMFORT, GENTLENESS, EFFORT TO PROVIDE
NURTURING AND SIMULATING EXPERIENCES)

D6. YOUR OVERALL IMPRESSION OF THE CHILD CARE

- EXCELLENT 05
- GOOD 04
- FAIR 03
- POOR 02
- TERRIBLE 01