

A FORM FOR RECORDING OBJECTIVELY ADULT-CHILD CONTACTS
IN NURSERY SCHOOL AND HOME

by

SARAH JO LISTER

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TABLE OF CONTENTS

INTRODUCTION.....	1
REVIEW OF LITERATURE.....	2
FINDINGS.....	9
CONCLUSIONS AND SUGGESTIONS.....	23
ACKNOWLEDGMENT.....	24
LITERATURE CITED.....	25
APPENDIX.....	27

INTRODUCTION

The purpose of this study has been to devise a form for recording objectively adult-child contacts in the nursery school and in the home, to determine the reliability of this form, to make certain comparisons of the contacts recorded in nursery school with those recorded in the home, and to study certain interrelationships between the various categories of the record.

The relative importance of adult contacts in the development of the young child compared to other aspects of his environment has been a subject of study in recent years. Findings have indicated that the adult contacts are relatively more important than other factors in development. Francis and Fillmore (1934) for instance, found that parent attitudes are more important determinants of adjustment than are such tangible conditions as economic insecurity, physical sickness, and foreign birth of parents.

The present research was undertaken in the hope that the construction of a form for recording adult contacts would be a step toward controlling such an important factor in a child's development.

REVIEW OF LITERATURE

The literature providing the background for this study falls into two general classifications - studies in which the chief purpose is the construction of record forms and the gathering of data on adult-child contacts, and studies in which the adult-child contacts are recorded as a part of a larger plan.

The study most basic to the present research was that of Justin and Reed (1932), in which an objective record form was devised to study the number and purposes of the child training contacts of the nursery school teacher in the morning routine. This record, worked out in modified diary form, provided for recording the purpose of the contact, the response of the child, the period of the morning in which it occurred, and the teacher's method.

Justin and Snyder (1933) analyzed the data of the study by Justin and Reed, to determine the methods used by nursery school teachers in child guidance in regard to approach through speech.

Lewis (1933) made an objective form to study the methods used by nursery school teachers to encourage the constructive use of materials and to record the success of

those methods.

Comparative studies of nursery school, kindergarten, and first grade groups were made by Foster (1930) and Langdon (1933). In Foster's study the number of teacher-child contacts was recorded in terms of the time spent on each contact in nursery school and kindergarten. In Langdon's study the purposes and number of teacher-child contacts were recorded in nursery school, kindergarten, and first grade. The emphasis in this study was on the relative frequency of teacher-child contacts and upon the relative importance which the teacher attached to each act at each age level.

Adult-child contacts have been recorded in certain studies as part of a larger plan.

Beaver (1932), Arrington (1932), Fisher (1933) and Barry (1936) have included such sections in studies of social contacts.

Bott (1934) in a personality study of young children has a section on "relations with adults." This contains material on adult-child contacts from records taken on the children in regard to verbal and motor activities, and from records taken on the teachers to "record all contacts of each teacher with all the children in the group." (P. 83).

In another study on observation of play activities in nursery school Bott (1928) has a section on relations with adults.

Moore (1931) devised a form upon which to record the aspects of the child's behavior relating to mental health, with the teacher's response and attempts to modify these particular forms of behavior.

Waring (1932) in working out a guide for personality study of young children has included a section on verbal direction of the child which deals largely with adult-child contacts.

No literature was found on the objective recording of adult-child contacts in the home for purposes of research, although a number of informal records to be used by the parents in the home have been devised.

PROCEDURE

The subjects of this study were 20 children enrolled in the Kansas State College nursery school. The children ranged in age from 22 months to 56 months.

Letters asking permission to observe in the home were sent to the parents. A letter containing suggestions to

parents during the home visit was also sent out a short time before the first visit. (See Appendix).

Each child was observed on two different mornings. These mornings were on the same day of the week, one or two weeks apart. One hour's observation was made in the home. This period of record taking was approximately from 8:45 to 9:45. The child was then brought to nursery school and an hour's observation was made there. The period of record taking in the nursery school began as soon as possible after arrival.

The observer spent 10 or 15 minutes in the home previous to the record period, visiting with the children and adults. After the period started she engaged in as little conversation as possible with either children or adults. Following the observation period the mother was asked if the usual routine was upset greatly. In one case the mother felt that the record would be affected by the presence of the observer or by a disturbance of the child's routine because of not going to nursery school at the usual time. This whole set of data was thrown out.

Data for checking the reliability of the form when used by different observers or by the same observer at different times were obtained in these ways:

a. The investigator and another trained observer used the form simultaneously in the nursery school, each recording approximately a hundred contacts on a number of mornings with various children as subjects.

b. These two observers used the form to record approximately a hundred contacts from a series of diary records taken at nursery school.

c. The investigator repeated her records based on these diary records after a period of six weeks.

The forms for nursery school and home were distinguished by color, white paper being used for nursery school and yellow paper for home. (See Appendix). Each contact was recorded on a separate sheet.

Spaces for checking were placed along the edges of the form to facilitate sorting for tabulation. Across the top of the form these categories were listed: the number of the contact, whether initiated by adult or child, the identity of the adult, the child's purpose, the adult's purpose, the response of the child, the social setting whether individual or group, and the place, indoors or out.

On the right side of the form a series of time intervals for recording the length of the contact was printed.

On the left side the various situations in which con-

tacts occur were listed. These situations were: washing, toilet, wraps and clothing, drinking water and orange juice, nurse's inspection, eating, health practices, personal and property rights, maintaining own rights, order, circle, information, social relationship, injury, fear situation, potential danger, attention to self or activity, play with child equipment, play with adult equipment, play without equipment.

Across the bottom of the form sections to give information about the child were arranged. This information included: the symbol used to represent the child in this study, age in months, mental age, mental test percentile, date, home or nursery school, number present in nursery school, and sex. These sections were filled out immediately after the observation period.

Strict regulations were followed in regard to checking of the form:

A contact was defined as any physical, verbal or other interaction between an adult and the child.

A contact was considered finished when the attention of either the adult or the child shifted, or when the nature of the contact changed.

No contact was recorded when the attention of the

child was not obtained by the adult.

No record was made when a child attempted to make a contact and failed to get a response, unless the observer judged that the adult was purposely ignoring the child to change his behavior.

When the contact was initiated by the adult each space was checked except the purpose of the child. When the contact was initiated by the child all spaces were checked.

If the adult's purpose changed during a contact the initial purpose was recorded.

If the response of the child changed during a contact the predominant response was recorded.

In the vertical column on the left only one category was checked for each contact. When a question arose as to the category in which the contact fell, this was determined by the character of the situation at the beginning of the contact.

When circle activities came in the observation period in nursery school the only contacts recorded were specific individual contacts, as when the teacher might request different behavior of the child observed, or the child might ask questions about the circle activity. These contacts were marked circle when directly about circle activity,

but put in other categories when they dealt with other things. For example, an adult redirects the behavior of a child who is teasing another during circle. This would be checked under personal and property rights.

A number of contacts occurred while the child was being taken indoors or out. The contacts were marked non-equipment except when the contact definitely fell in one of the categories listed.

FINDINGS

Table 1 gives data regarding the total number of contacts and the number of contacts which fell in certain categories. These categories were child's purpose, assistance, adult's purpose, eliminate, and child's response, cooperative.

Reliability of the form. In order to determine the reliability of the form, all of the records made in the homes and at nursery school were separated into the odd and even numbered contacts. Correlations were made between measures based on the odd-numbered contacts and on the even-numbered ones. (1)

(1) In calculating the coefficients of correlation, the product-moment formula for ungrouped measures given by Holzinger (1928, formula 33) was used.

Table 1. Total number of contacts and numbers of contacts in certain categories for all observation periods.

Child:Age	Number of Contacts									Number of Child Purpose, Assistance						Number of Adult Purpose, Eliminate						Number of Cooperative Responses					
	Home			:Nursery School			Home			:Nursery School			Home			:Nursery School			Home			:Nursery School					
	1st:	2nd:	T	1st:	2nd:	T	1st:	2nd:	T	1st:	2nd:	T	1st:	2nd:	T	1st:	2nd:	T	1st:	2nd:	T	1st:	2nd:	T			
17	57	39	32	71	30	14	44	11	11	22	2	0	2	3	9	12	3	3	6	37	31	68	25	13	38		
29	53	19	22	41	76	71	147	2	2	4	17	11	28	-	-	-	-	-	-	19	21	40	62	31	93		
21	52	32	36	68	42	15	57	11	13	24	5	2	7	3	3	6	10	4	14	30	32	62	38	14	52		
7	52	18	34	52	19	33	52	4	19	23	1	4	5	0	1	1	2	3	5	16	33	49	19	32	51		
6	50	45	34	79	23	7	30	17	4	21	3	1	4	0	5	5	0	0	0	41	30	71	20	7	27		
8	49	54	41	95	33	28	61	10	16	26	19	12	31	2	0	2	1	5	6	50	39	89	33	27	60		
23	47	32	55	87	26	28	54	14	19	33	6	8	14	1	5	6	1	0	1	30	47	77	24	27	51		
11	45	16	25	41	48	39	87	6	9	15	12	15	27	-	-	-	1	4	5	16	24	40	44	29	73		
3	43	37	43	80	23	46	69	6	12	18	8	13	21	3	4	7	5	5	10	34	40	74	22	39	61		
5	42	45	60	105	58	35	93	14	26	40	9	10	19	5	3	8	4	3	7	45	58	103	50	24	74		
13	42	18	12	30	15	19	34	3	3	6	2	0	2	0	1	1	1	2	3	18	11	29	13	17	30		
19	41	34	34	68	35	35	70	13	12	25	7	2	9	0	3	3	2	9	11	33	33	66	28	33	61		
2	37	44	37	81	31	14	45	15	5	20	8	5	13	4	1	5	0	1	1	35	32	67	30	11	41		
4	37	28	22	50	39	40	79	8	8	16	11	10	21	0	0	0	1	2	3	23	21	44	39	38	77		
31	34	45	51	96	68	60	128	8	21	29	2	3	5	3	5	8	18	15	33	39	49	88	55	58	113		
15	32	43	41	74	54	44	98	6	6	12	1	4	5	8	3	11	12	5	17	31	25	56	41	37	78		
27	31	31	35	66	36	57	93	5	9	14	10	10	20	9	4	13	4	7	11	28	28	56	34	33	67		
25	26	44	45	89	47	68	115	4	8	12	10	6	16	10	10	20	3	9	12	38	41	79	44	59	103		
1	22	73	55	108	58	38	96	2	9	11	4	0	4	12	3	15	1	0	1	48	46	94	35	28	63		
9	22	56	40	96	25	44	69	14	6	20	1	2	3	16	8	24	0	6	6	48	37	85	23	40	63		

In the first column odd numbers designate boys, even numbers designate girls.

These correlations were stepped up by the use of the Spearman prophecy formula⁽²⁾ to indicate the probable reliability on twice the amount of data. The resulting coefficients are shown in Table 2.

Table 2. Coefficients of correlation between odd and even numbered items. Spearman prophecy formula.

Percentage of children's purposes which were for
assistance

Home	<u>.470</u>	.1104
Nursery school	.650	.0872

Percentage of children's responses which were
cooperative

Home	<u>.811</u>	.0531
Nursery school	.847	.0403

Percentage of adult's purposes which were to
eliminate

Home	<u>.864</u>	.0329
Nursery school	.905	.0271

The higher correlation for each of the three measures was derived from the nursery school records. This would indicate that the form can be used more reliably in nursery school than in the home. Such factors as the following are probably responsible for this: The contacts of the nursery school teacher are usually more definite and impersonal, and hence easier to classify than are adult contacts in the home

(2) In stepping up these correlations the Spearman prophecy formula as given in Garrett (1926, formula 59) was used.

The variety of situations in which contacts may fall in nursery school is more limited than in the home. The nursery school has an organized program and the nature of the situations involving adult-child contacts stand out more clearly in the simpler, more organized environment.

These odd-even correlations compare favorably with odd-even correlations made by Arrington (1932) on records on six types of behavior. On 12 even and 12 odd records, her correlations ranged from $.30\pm.14$ to $.69\pm.08$. On 60 odd and 60 even records, her correlations for the same types of behavior ranged from $.69\pm.08$ to $.94\pm.02$.

Reliability of observers. Observer reliability was determined from data recorded during simultaneous observation in nursery school by two observers, from records made by the two observers from a diary series taken in nursery school, and from two sets of records made from these same diaries six weeks apart by the investigator. (See Procedure, P. 5 and 6).

From each of the three series of data this information was obtained:

- a. The percentage of records on which there was complete agreement in respect to each category.
- b. The individual categories which were confused by the two observers and by the investigator in her two sets of records on the diary series, and the percentage of confusion.

The method used to find the percentage of complete agreement was based on Bott's formula.⁽³⁾

In regard to complete agreement the following was revealed by the data: 23 per cent of all the contacts recorded in simultaneous observation by the two observers were alike in every respect, 45 per cent of those taken by two observers from a diary record were alike, and 86 per cent of those taken twice by the investigator from the same diary record were alike. There is a large difference between the agreement between two observers recording the same contacts and the agreement between the two records made by a single observer. This suggests that data obtained by means of this record form as it now stands have much more value when recorded by the same person. The percentage of agreement in simultaneous observation could no doubt be greatly increased by improvements in the selection and definition of categories.

Beaver in her study of social contacts of preschool children obtained a much higher percentage of complete agreement - 89 per cent. However the number of items checked on her form was only seven. This would be a

(3) Bott, Method in Social Studies of Young Children, 1933, P. 67-8.

partial explanation of the higher percentage of agreement. Her method of calculation was slightly different.

To determine the categories most frequently confused, the percentage of confusion was calculated for each of the three series for each pair of categories in certain groups. The percentage of confusion for each pair was the number of times each member of the pair was confused with the other, in proportion to the total number of times both were checked by both observers. This calculation helped to locate those categories which were not well defined.

The categories confused by the two observers in the simultaneous observation periods and in the diary records will be discussed first.

The percentage of confusion between the categories of assistance and social response in the group, child's purpose, was high in both series of records. (Table 3).

In the group indicating child's response the most confusion occurred between cooperative and reluctant, negative and none, reluctant and negative. Another pair of categories in which the confusion was not so large but greater than five per cent was reluctant and none. (Table 4).

Table 3. Percentages of confusion between categories of child's purpose
 (a) in records made in simultaneous observation by two observers
 (b) in records made from a diary record by two observers
 (c) in records made by the investigator from a diary record, six weeks apart.

	Social Response
Assistance	(a) 20.4 (b) 21.1 (c) 9.1

Table 4. Percentages of confusion between categories of child's response
 (a) in records made in simultaneous observation by two observers
 (b) in records made from a diary record by two observers
 (c) in records made by the investigator from a diary record, six weeks apart.

	Reluctant	None	Negative
Cooperative	(a) 11.3 (b) 1.1 (c) 2.0	(a) 3.1 (b) 2.2 (c) 1.0	(a) 3.0 (b) 3.3
Reluctant		(a) 5.3 (b) 10.0 (c) 20.0	(a) 4.8 (b) 15.4
None			(a) 16.7 (b) 9.1

In the group of categories indicating the adult's purpose the greatest confusions were between initiate and fixate, and between initiate and terminate. Other categories in which the confusion was over five per cent were initiate and eliminate, fixate and terminate, and fixate and eliminate. (Table 5).

Table 5. Percentages of confusion between categories of adult's purpose
 (a) in records made in simultaneous observation by two observers
 (b) in records made from a diary record by two observers
 (c) in records made by the investigator from a diary record, six weeks apart.

	Fixate desirable behavior	Eliminate undesirable behavior	Terminate desirable behavior
Initiate desirable behavior	(a) 14.9 (b) 11.3	(a) 9.9 (b) 4.8 (c) 8.3	(b) 10.3
Fixate desirable behavior		(b) 8.3 (c) 2.8	(a) 5.8 (b) 1.8

In the group of categories indicating situations the most confusion occurred between attention to self or activity and social relationship, adult equipment and information, washing and social relationship, and adult equipment and non-equipment. Others in which the confusions were greater than five per cent were non-equipment and

toilet, potential danger and personal and property rights, child equipment and washing, child equipment and information, order and wraps and clothing, attention to self or activity and social relationship. (Table 6).

The highest percentages of confusion between the two observers occurred between assistance and social relationship in the group of the child's purpose, and in the situation group, between play with adult equipment and play with non-equipment. (Tables 3 and 6.) The high percentage of confusion in the former pair explains in part the low correlations between odd and even contacts in respect to child's purpose, assistance, in Table 2. The frequent appearance of social relationship in these confusions suggests that this category is also not clearly defined. Child equipment was also frequently confused with other categories.

The following confusions occurred in the data from the records of the repeated observations by the investigator: In the child's purpose, the confusion was high. (Table 3.) In the group of child's response, none was confused with reluctant. (Table 4.) In regard to the adult's purpose, initiate was confused with eliminate, and fixate with eliminate. (Table 5.) In the situation group, confusions

occurred between order and drinking water and orange juice, maintaining own rights and personal and property rights, information and social relationship, child equipment and information, and child equipment and circle. (Table 6.)

Although many of the percentages of confusion between categories in the two records made by the investigator are low in comparison to those in the other two series, they are highly significant because they occurred even when the same observer used the form. In a more highly perfected form it should be possible for one observer to repeat records without any confusions.

The preceding analysis indicates which of the categories should be redefined in revision of the form.

Variability of children. To determine the variability of the children from one period to another coefficients of correlation were calculated between records of the first and second observation periods, of home and nursery school. The measures used in these calculations were the three upon which the odd-even correlations were based, and in addition the total number of contacts recorded in each period. (Table 1.) These correlations are given in Table 7.

Table 7. Coefficients of correlation between contacts of the first and second periods.

Total number of contacts	
Home	.656 $\frac{1}{2}$.0853
Nursery school	.804 $\frac{1}{2}$.0534
Percentage of child's purposes which were for <u>assistance</u>	
Home	.199 $\frac{1}{2}$.1448
Nursery school	.378 $\frac{1}{2}$.1292
Percentage of child's responses which were <u>cooperative</u>	
Home	.539 $\frac{1}{2}$.1070
Nursery school	.170 $\frac{1}{2}$.1464
Percentage of adult's purposes which were to <u>eliminate</u> undesirable behavior	
Home	.505 $\frac{1}{2}$.1063
Nursery school	.338 $\frac{1}{2}$.1370

In four cases - the percentage of child's purposes, assistance, both at home and nursery school, the percentage of cooperative responses at nursery school, and the percentage of adult's purposes, eliminate at nursery school - the correlations obtained are not reliable.

The other four correlations are lower than these based on odd-even numbered contacts. (Table 2.) This indicates that variability of the child is an important factor and that a larger number of records for each child should be made in order to have an adequate picture of him.

Possible uses of the form. Extensive comparisons between records of home and nursery school have not been made because the number of cases was too small to obtain reliable information. The only comparison made of contacts at home and nursery school was in regard to the total number. Altogether 1487 contacts were recorded at nursery school and 1509 at home. Just half of the children had more contacts there than at nursery school.

To indicate the type of information concerning interrelationships between the various kinds of data that can be obtained from this form, the percentages of cooperative responses of all the children were compared with their chronological and mental ages. This comparison revealed a slight tendency for cooperative responses to increase with chronological and mental age. (Table 8.)

The reliability of such information would be greatly increased by the use of the record form on a larger number of cases. The present analyses merely indicate the possible uses of the form.

Table 8. Percentage of cooperative responses in relation to chronological age.

<u>Chron. Age</u> Months	<u>No.</u>	<u>Home.</u>	<u>N. S.</u>
4-10 to 5-3	0	-	-
4-4 to 4-9	4	.918	.902
3-10 to 4-3	3	.911	.954
3-4 to 3-9	5	.964	.854
2-10 to 3-3	3	.877	.915
2-4 to 2-9	2	.808	.781
1-10 to 2-3	3	.841	.829

Percentage of cooperative responses in relation to mental age

<u>Mental Age</u> Months	<u>No.</u>	<u>Home</u>	<u>N. S.</u>
6-3 to 6-8	1	.890	.919
5-9 to 6-2	3	.963	.894
5-3 to 5-8	1	.930	.985
4-9 to 5-2	4	.870	.909
4-3 to 4-8	2	.942	.892
3-9 to 4-2	1	.980	.831
3-3 to 3-8	2	.949	.836
2-9 to 3-2	3	.838	.837
2-3 to 2-8	3	.841	.829

CONCLUSIONS AND SUGGESTIONS

The reliability of this form for recording adult-child contacts is fair, as indicated by the correlations in Table 2 and the data in Tables 3 to 6 inclusive. The procedure for the use of the form is satisfactory in both home and nursery school. The greatest weakness of the record form lies in the definition of categories. Certain categories are adequately defined. Others should be re-defined. Limitation of categories to the most important items would also increase the reliability of the form, for the observer would have more time to make objective decisions in checking.

Correlations between records taken on different days indicate that child variability is an important factor in record taking of this type and more records should be made of each child to get a reliable picture of his adult-child contacts.

A brief supplementary diary record would be a desirable addition to the home records, because significant emotional factors are often present there, and these are not revealed in this record form.

These data indicate a slight tendency for the number

of cooperative responses of children to increase with chronological and mental age. More reliable information of this type could be obtained by using a larger number of cases and using the form more frequently.

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APPENDIX

Cont. No.	A C	MFRVTSNO	Ob	O	A SR	IFTES	CRNON	I G	In/Out
	Init. by	Adult			Purp. child	Purp. adult	Resp.	Soc. set.	Place

- Rout.
- wash
- toil.
- wraps and cl.
- dr. w. and or. j.
- n. insp.
- eat.
- Heal. pr.
- Pers. and pr. rts.
- Main. own rts.
- Order
- Circle
- Infor.
- Soc. rel.
- Inj.
- Fear sit.
- Pot. dang.
- Att. to s. or a.
- Play
- eq.
- ch.
- a.
- non-eq.

KANSAS STATE COLLEGE
NURSERY SCHOOL
RECORD FORM IV

- Duration
- 0- 9 _____
 - 10- 29 _____
 - 30- 59 _____
 - 60-119 _____
 - 120-299 _____
 - 300-599 _____
 - More than 600 _____

No. 500

Recorded by _____

Child	Age	Mos. in N. S.	M. A.	%ile	Date	Home N. S.	No. Pres. in N. S.	Sex

Record Form Used in This Study

Definitions of Terms Used on Record Form

1. Cont. no. - contact number; the serial number of the contact within the observation period.
2. Init. by - initiated by; refers to the person who started the contact.
 - A. - adult
 - C. - child
3. Adult - the identity of the adult who started the contact or responded to it.
 - M - mother
 - F - father
 - R - relative
 - V - visitor (this includes relatives, roomers, etc.)
 - T - teacher, a staff person
 - S - student, one of the students assisting as a part of their Child Guidance I laboratory work.
 - N - nurse, the regular nurse or a staff person acting in that capacity.
 - Ob - observer, the person taking the records.
 - O - other; includes maid, passers-by, and other people who might be involved.
4. Purp. child - purpose of the child; the reason of the child for making the contact.
 - A - assistance; any contact the child may initiate for the purpose of getting or giving help, including getting intangible help such as encouragement or reassurance.
 - SR - social relationship; conversation, smiling, or other evidence of social contact unrelated to a particular activity or materials, including "visiting", e.g. a child runs to teacher and starts conversation about his baby brother at home.

5. Purp. adult - purpose of adult; the adult's reason for making the contact.
- "I.-initiation of desirable activity..... by demonstration, explanation, suggestion, request and assistance.
 - "T.-termination of desirable activity..... to secure a variety of experience for the child or to have the child attend to some part of the nursery school routine.
 - "F.-fixation of desirable behavior..... teacher nods, smiles approval, or says 'fine', 'good'.
 - "E.-elimination of undesirable activity... by definite commands to refrain from doing the undesirable acts, suggesting constructive uses to which the material may be put, directing the child's attention to some other toy, object, or the activity of some other person, explaining the situation, reminding the child of the unpleasant consequences of the act, stating nursery school rules, giving verbal disapproval, ignoring, removing plaything or object, subjecting children to physical restraint or punishment or to treatment he has accorded others, frowning, isolating." (Justin and Reed 1932.)
 - S.-satisfaction or convenience of adults.
6. Resp. - response; the child's reaction to the contact.
- C - cooperative; positive and willing response to contact.
 - R - reluctant; cooperating but unwillingly and with hesitancy.
 - N - negative; resisting actively, either through speech or in other ways.
 - No- none; giving no evidence of attention, when observer is reasonably certain the child is aware of the attempted contact.

7. So. sett. - social setting.
 I - individual; only one child is involved in the contact.
 G - group; more than one child is involved in the contact.
8. Place - where the contact is made.
 In - indoors
 Out - outdoors
9. Rout. - routine
 wash. - washing; including all use of washing equipment, brushing teeth, care of hair.
 toil. - toilet; including telling or asking the child, and help with clothing.
 wraps and cl. - wraps and clothing; removing, putting on, hanging up, all dressing situations, except those occurring in toilet contacts.
 dr.w. & or.j. - drinking water and orange juice; including telling the child it is time for these activities.
 n. insp. - nurse's inspection.
 eat. - eating; including talking about it, assistance.
10. Heal. pr. - health practices; ".....regarding mouth, nose, genitals, cuts and bruises."
 (Justin and Reed,1932.)
11. Pers. and pr. rts. - personal and property rights; respecting the personal and property rights of others.
12. Main. own rts. - maintaining own rights; standing up for use of materials or self-defense.
13. Order - putting away materials.
14. Circle - including only individual contacts about the circle activity.
15. Infor. - information; obtaining and giving it.

16. Soc. rel. - social relationship; referring to visiting, smiling, where materials or activities are not involved.
17. Inj. - injury; being hurt and care of the injury.
18. Fear sit. - fear situation; alleviating and overcoming fears.
19. Pot. dang. - potential danger; including warning, suggesting consequences and alternatives.
20. Att. tos. or a. - attention to self or activity; for approval, reassurance, attention.
21. Play
- Eq. - equipment; activity in which equipment is involved.
 - Ch. - child; equipment specifically intended for child.
 - A. - adult; such equipment as household furnishings, nursery school fence, etc.
 - Non-eq. - non-equipment; activity in which no equipment is involved.
22. Child - number assigned; even numbers refer to females, odd numbers to males.
23. Age - chronological age in months.
24. Mo's in n.s. - months in nursery school; total time, whether in this school, or others.
25. M.A. - mental age; in months as determined by the Merrill-Palmer tests.
26. %ile - percentile rank; as determined by the Merrill-Palmer tests.
27. Date - day, month and year.
28. Home N.S. - record taken at home or nursery school.
29. No. pres. in N.S. - number present in nursery school; group of observed child.

30. Sex - male or female.

31. Duration - length of the contact recorded in seconds.

Preliminary Letter to Parents

Miss Sarah Jo Lister, assistant teacher in the West Nursery School, is doing her research for her Master's thesis under my direction. The records she will take of the children's activity will be an additional aid to the nursery school staff in guiding the children. The following letter from Miss Lister contains a request which I hope you will be able to grant. Your cooperation will be of great assistance to her in gathering her material, and will be greatly appreciated by both of us.

Sincerely yours,

(Signed) Dorothy Triplett,
Assoc. Professor,
Child Welfare and Euthenics.

In addition to assisting in the nursery school this year, I am planning to do some research work in observation of children.

I would like to come to the home of each child for an hour period several times during the year, to watch the child play. According to the research plans this period would come in the morning from 9 to 10 on a nursery school day; at 10 o'clock the child would come to nursery school as usual.

In consideration of you as well as for purposes of the study, I would not want to disturb the usual home routine or activity of either the child, or the adults in your family. In the report of the research there will be no mention of names.

I would appreciate such an opportunity very much and will get in touch with you in a few days to answer any other questions you may have, and learn of your decision.

Very sincerely,

(Signed) Sarah Jo Lister.

Letter To Parents Before First Home Visit

Dear Parent:

I have made a brief list of suggestions concerning my visit to your home which I felt might be helpful to you.

Will you please tell the child beforehand that I am coming? Perhaps you might say something like this - "Miss Lister is coming from nursery school to visit you this morning. After she has been here awhile, we will all go up to nursery school."

After I have visited with the child, for about ten minutes, I will start taking records. At that time you could explain to the child that "Miss Lister is going to do some writing now, and you can go ahead with your play. We will go to nursery school a little later."

Please handle any behavior situation in the usual way, just as though I weren't there.

After the record taking starts, I would rather have you go ahead and do what you would be doing anyway, even if the child does not go ahead with his usual play. It will not be possible for me to enter into conversation after the record period starts.

We should leave home in time to arrive at nursery school five or ten minutes before 10 o'clock so that Miss Williams may inspect the child as usual.

Sincerely yours,

(Signed) Sarah Jo Lister.