Dr. Ruth L. Ault

Class hours: M, W, F 1:30-2:20 p.m.   Watson 108b
Office hours: M, W, F 11-noon; M, W 2:30-4:00,   X 2885
TH and other times, by appointment   e-mail: ruault@davidson.edu

The main purpose of this course is to provide you with an overview of normal child development from prenatal to early adolescence. I will emphasize topics from learning, social and emotional development, cognition, and language development, as well as major psychological theories (behaviorism, cognitivism, social cognitive learning, and biological influences). Seven "themes," such as "What is the relation between nature and nurture?" "How does the sociocultural context influence development?" and "How can we use research to improve children's welfare?" [from textbook, see below] will recur under each topic that give coherence to the individual topics. In addition, a research component will focus on naturalistic observation techniques, with three observation projects conducted at a local daycare center. Thus the course objectives are as follows:

1. To examine various psychological perspectives on child development, including cognitive, behavioral, social learning, and biological

2. To consider the impact of culture on children's lives

3. To evaluate research findings and their applicability in children's homes and in schools.

4. To learn observation techniques of child study and apply those techniques in a daycare or school setting

Prerequisites: Psy 101 (General Psychology)
Satisfies College's Social Science area requirement and Psychology's requirement for a course in the Developmental area.

Required TEXT:
Siegler, R. S., DeLoache, J. S., & Eisenberg, N. (2006). *How children develop.* New York:
   Worth.

DATES	Topic for week	ASSIGNMENT
Aug 25-29	Intro to themes & techniques of study	Chapter 1 and http://www.srcd.org/ethicalstandards.html
Sep 1-5 *Sep 4 & 5*	Prenatal & Newborn *Daycare Center Tours*	Chp 2 *By appointments outside of class time Thur/Fri*
Sep 8-12	Biology & Behavior	Chp 3 and pp. 184-188 [Chp 5: Reflexes]
Sep 15 Sep 17 Sep 19	Cognitive Development	pp. 124-142 [Chp 4:(Piaget's theory)] and pp. 200-207 (Chp 5) **TEST 1 DUE** at beginning of class [thru chp 3] pp. 170-184; 189-200 [rest of chp 5]
Sep 22-26	Social Development	pp. 342-349 [Chp 9]
Sep 29 Oct 1 Oct 3	Symbolic & Conceptual Development	On Reserve [see next page details]: *Straus; Rosemond* **ASSIGNMENT A** DUE at beginning of class pp. 248-251 [Chp 6] and Chp 7
Oct 6-10		No new reading; work on Assignment B
Oct 13 Oct 15 Oct 17	Attachment	**FALL BREAK** Chp 11 [skim parts dealing with adolescence; read rest] **TEST 2 DUE** at beginning of class [thru Chp 7]
Oct 20-24	Language Development	Chp 6 up to p. 248
Oct 27 Oct 29 Oct 31	Gender Roles & Psychoanalytic Theory	On reserve: *Seymour; McMillen; Nyberg; Rodriguez* Chp 15 and pp. 336-342 [Chp 9] **ASSIGNMENT B DUE** at beginning of class
Nov 3-7	Moral Development	Chp 14 & On reserve: *Crick et al.* pp. 358-370 [Chp 9]
Nov 10 Nov 12 Nov 14	Peer Relations & Social Development	Chp 13 and pp. 350-352 [Chp 9] pp. 144-166 [Chp 4] **TEST 3 DUE** at beginning of class
Nov 17-21	Emotional Development Family Influences	Chp 10 Chp 12 and On reserve: *Dalphonse; Chan et al.*
Nov 24-28		**THANKSGIVING BREAK**
Dec 1-5	Intelligence & Schooling	Chp 8
Dec 8 Dec 10	Concluding themes	Chp 16 **ASSIGNMENT C DUE** at beginning of class

Electronic Reserve Readings

Due Sept 29:

(a) Straus, M. A. (1994). 10 myths that perpetuate corporal punishment. Excerpted from *Beating the devil out of them: Corporal punishment in American families and its effects on children* (pp. 149-164). San Francisco, CA: Jossey-Bass. [Reprinted in D. S. DelCampo & R. L. DelCampo (1998). *Taking sides: Clashing vies on controversial issues in childhood and society.* Guilford, CT: Dushkin/McGraw-Hill.]

(b) Rosemond, J. K. (1994). To spare or not to spare. Excerpted from *To spank or not to spank: A parent's handbook* (pp. 17-35). Andrews & McMeel. . [Reprinted in D. S. DelCampo & R. L. DelCampo (1998). *Taking sides: Clashing vies on controversial issues in childhood and society.* Guilford, CT: Dushkin/McGraw-Hill.]

Due Oct 27:

(a) Seymour, D. S. Black children, black speech. *Commonweal,* Nov. 19, 1971.

(b) McMillen, L. (1997, Jan. 17). Linguists find the debate over "ebonics" uninformed. *Chronicle of Higher Education,* p. A16. [http://www.duke.edu/~ldbaker/clippings/ebonics.html]

(c) Nyberg, A. (1997, Feb.). The debate over Black English heats up. *Nassau Weekly, 18 (12).*

(d) Rodriguez, R. (1984). Aria: A memoir of a bilingual child. Excerpted from *Hunger of Memory* by D. N. Sattler & V. Shabatay (Eds.; 1997). *Psychology in context: Voices and perspectives* (pp. 123-127). Boston: Houghton Mifflin.

Due Nov 3:

Crick, N. R., Bigbee, M. A., & Howes, C. (1996). Gender differences in children's normative beliefs about aggression: How do I hurt thee? Let me count the ways. *Child Development, 67,* 1003-1014. [Look at tables but otherwise skip "results" sections] http://www.jstor.org/view/00093920/ap030288/03a00190/0

Due Nov 21:

(a) Dalphonse, S. (1997). Choosing to be childfree. *The ZPG Reporter, 29(3),* pp. 1, 6.

(b) Chan, R. W., Raboy, B., & Patterson, C. (1998). Psychosocial adjustment among children conceived via donor insemination by lesbian and heterosexual mothers. *Child Development, 69,* 443-457. [Non-psych. majors may skip the "results" section.]

Class Attendance:

Class attendance is not required EXCEPT on dates when reserve readings, tests, or

observations are due. It is, however, highly recommended, as new material will be presented in

class that will be on tests.

Three Observation Assignments:

You will observe children in order to learn various techniques of observation and to give more focus to specific aspects of development. Assignment A: Behavior Observation Techniques (running narrative, individual and group tally, and time sample), Assignment B: Operant vs. Observational Learning (child-child operant conditioning and child modeling); Assignment C: Socialization (prosocial behavior, antisocial behavior, or sex-segregation during play). In addition to collecting data, for each assignment you will write a laboratory report about these observations in a simplified style based on the American Psychological Association (APA) format. The papers will average from 5-10 pages (not including raw data). Papers turned in late will have points deducted. You will be asked to sign up for observation times so the Daycare facilities are not overburdened and to restrict your observing times to those convenient to the center. Generally, from 6:30 to 10:30 a.m., and 3:00 to 6:00 p.m. will be suitable. (You may NOT observe while children are napping.) Observations will take from 3-6 hours for data collection per assignment, plus additional time for data analysis and report writing. Specific assignment sheets will be passed out at the appropriate points in the course.

Because most students in the class are unfamiliar with the reporting style, I will accept rough drafts for (free) feedback if turned in sufficiently far in advance of the due date. Listen in class for announcements of the last date drafts will be read.

Grades:

Grades will be based on three components, weighted approximately as follows:

3 observations at 30 pts each	90 pts (i.e., 33% of pts available)
3 tests	100 pts (37%)
1 final exam	80 pts (30%)
	--------
	270 pts total

The three tests are not generally cumulative except that some "old" material may be contrasted with new material. The final exam WILL be cumulative. All tests will be short answer/discussion questions covering basic terms and facts of development as applied to new situations, and broad theoretical positions and research implications. Tests will be timed, take-home, closed book, typed. Details will be explained at the appropriate times in the semester.

Anticipated Grade Distribution:
    90-100%   (243-270) A--range (A and A-)
    80-89   (216-242) B--range (B+, B, B-)
    70-79   (189-215) C--range (C+, C, C-)
    60-69   (162-188) D--range (D+, D)
    < 60   (-161)   F--range (F)

Honor Code Considerations:

1. Previously used test questions or answers should NOT be available for this course. If you are offered any or "find" any, please inform me immediately.

2. You may NOT make copies of any test or exam or answers for this course.

3. Guidelines specifying the extent of permissible cooperation with classmates on the first observational assignment will be included with an explanation of it. The second and third are individual projects. You are encouraged to use computer spell-checker and grammar-checker features; you may use the writing center, but consult with me first, please. All other aspects of your written reports are to be "pledged" that the work is yours alone. "On my honor, I have neither given nor received help on this work, I have followed and will continue to observe all regulations regarding it, and I am unaware of any violations of the Honor Code by others" and your signature.

[Observation Assignment Handouts, which follow, are distributed just prior to each data collection, not with the rest of the syllabus. The "Notes for Instructors," which also follows, expand on some points that instructors may find useful but which is covered in class rather than in a printed syllabus.]

Notes for Instructors/Project Syllabus users:
(a) We have obtained parental and daycare administrators' permission to conduct the observations.

(b) The observations are done either from hidden observation booths (e.g., behind a one-way mirror) so that the children are completely unaware of being observed or from the playground, where their behavior is visible to the public.

(c) Students have 2 days of lecture on ethics (and as noted for the first week's assignment, they read the SRCD ethical principles). Thus the opening line of the first assignment sheet serves merely to remind students of the small part of ethics that relates to their report-writing, not the entire scope of ethically responsible research that they learn. Tours of the daycare center (scheduled before the observations are conducted) include an emphasis on how to behave ethically around children and how not be disruptive of the Daycare Center's normal routine.

(d) Students have a week of instruction in class on how to conduct behavior observations, including practicing the techniques with videotaped examples.

OBSERVATION ASSIGNMENT "A"
Behavior Observation Techniques

Fall 2008

As you do this assignment, be sure you respect the privacy of the children by not reporting any identifiable incident to parents, other students, or in your written report.

Purposes :

To learn how to use running narrative, individual tally, group tally, and time sampling observation methods and to familiarize you with preschool-age children.

Procedure:

For the running narrative part only, you are asked to cooperate with two other class members in a very limited fashion. You will do your observations on the same child and at the same time as your partners, but you will not compare notes until after the project is over and your grade will NOT depend on having any degree of similarity to your partners' records.

Agree with your partners on a child to be the focus of your first observation. Two partners will simultaneously but INDEPENDENTLY record this child's behaviors while the third partner keeps time by SOFTLY calling out each minute. You will observe for one minute, rewrite your record for however long that takes you, observe for a second minute, rewrite that record, observe for a third minute, etc. until you have a total of 5 minutes of observation. When you rewrite a record, write out in full anything you abbreviated and anything you remember but did not have time to write in. Make sure your record says what you want it to before you move on. Note: **Write only on one side of the paper**, because it xeroxes better and because I can use the back side to make any comments. DO NOT DISCUSS your record at this time with your partners nor look at theirs.

When everyone is ready, switch duties so that the time-keeper is now one of the recorders and one of the previous recorders is now time-keeper. Observe the same child (if possible) for another 5 minutes. Then switch again so that the third person is time-keeper. Thus, after this cycle, you each should have recorded data for 10 min and kept time for 5 min. Later after you have left the facility, exchange copies of your records with your partners.

On a different day, do the two tally parts and the time sample ALONE. Do not discuss or collaborate in any way with others on these two sections. First, for the individual tally, choose one child to observe. Operationally define three behaviors (e.g., offer toy to another, take toy from another without permission, jumps). These behaviors should be unlikely to occur simultaneously, should not occur too frequently to count, and should have clear on-off separation. Create a data sheet and then count the number of times your target child does each of these behaviors in a 15-minute observation. Rest for five minutes and then do a group tally for 15 min. Write an operational definition for any single behavior that many of the children are doing. Pick a behavior that is moderately frequent but not likely to occur in more than a few children simultaneously. Thus, "playing with a toy" is NOT a good idea. Be sure the behavior has a discrete on-off. In separate columns, count the number of times boy and girls do the behavior. [If there is only one sex there that day, do some other split such as by hair color.] Keep track of how many children of each sex [or hair color, or whatever] there are --this will be important for the results.

Next, do the time-sampling. Create an operational definition appropriate to the time-sample method for either playing with a toy or on playground equipment, or paying attention to the teacher (depending on what the group is doing). Decide on a pattern for your scanning and determine the amount of time you will allocate to finding and watching each child in the classroom before shifting to the next child. I recommend 10-15 seconds per child per cycle. Create an appropriate data sheet and count the number of boys and number of girls playing [paying attention], not playing [not paying attention], and out-of-sight in each interval, for a total of 15 minutes. Use all available children if you are indoors. If there are more than 10-12 children outdoors, use about 10-12.

Report:
        The paper is to be written alone, not in collaboration with any classmates. Below I have detailed the normal parts of an APA-format paper. To make this project more manageable, I have eliminated or reduced some sections, so read the attachment carefully. Not counting the appendix, a good paper can be 5-6 pages.

Grading:
        Ten points will be assigned to the running narrative raw data. Your grade will be based on the objectivity and thoroughness of YOUR observation record (the raw data you collected), not the extent to which your record is the same as or different from your partners' records. I will be asking the question, "Can I visualize the action from your description?" The other 20 points will be determined from your report: Introduction = 1, participants = 2, procedure = 6, results = 4, discussion = 5, raw data for tally = 1, raw data for time sample = 1. I will look to see whether your conclusions are appropriate to the data you collected and whether the procedure you report is appropriately detailed.
        Details:
        1. Double space everything. Laser quality printing is NOT required. Use 12 or 11 point font size.
        2. Use 8 1/2 X 11 inch paper, not legal size. Do not use paper with ragged edges.
        4. Do not fold your paper. Use a staple or paper clip to hold the pages together.
        5. Pledge your paper.
        6. PROOFREAD
        7. Avoid Sexist language

DUE: WED Oct 1, 2008 at the beginning of class hour. Points will be deducted for late papers.

APA Format
There are six major sections in a research report: Introduction, Methods, Results, Discussion, References, and Appendix. First I will describe what information goes into each of these sections, with examples from this particular assignment, and then I will sketch out the typing conventions.

Introduction: The introduction summarizes background information which helps the reader understand why you did the study. Since this assignment is really a learning exercise, all you need to report is the purpose of the assignment. Because you will not be citing any sources, you will not have a reference section.

Method: This section of a report has several subsections. The first concerns your PARTICIPANTS. You need to describe those attributes of the participants which have a bearing on the data you collected. For this assignment, it is important to describe the number of children you watched at each age, sex, and perhaps ethnic status for EACH observation method.

The next subsection of the method section concerns APPARATUS. What material did you need to do the observation? Because the only apparatus you needed for this assignment was paper and pencil, and stopwatch or wrist watch, you can skip this section.

The next subsection of the method section concerns PROCEDURE. Describe what you, as observer, did in sufficient detail that another person could repeat your activity (replicate your study). For the running narrative, you will need to describe where and when you observed (date, time, place, classroom). Explain where you were relative to the participants (distance, visibility, etc.). Describe the roles you and your partners played, and the order in which YOU experienced the rotations. Also describe how you divided your time between watching and writing and what shortcuts you took (abbreviations, sentence fragments). For the tally and time samples, again describe where and when you observed, what your operational

definitions were, what scanning pattern you used, and the general class activities. For time sample, include number of seconds per sample and the number of cycles you finished.

Results: Typically the results section will contain *summary* statements about the data you collected, describing totals, averages, or percentages. If there are a lot of numbers to convey, then a graph or table could be used. In that case, you would write a sentence in the results referring the reader to the figure or table at the back of the paper, such as "See Table 1 for the means and percentages of aggression categories for both groups of children." For this first assignment, you won't need tables or figures. Your individual tally data will merely be a sentence saying what total number of the three behaviors your participant displayed. Your group tally data will compare the sexes for totals and rates (total for one sex divided by number of children of that sex). For the time sample, report separately the percentage of observation opportunities in which boys and in which girls played [paid attention]. Remember, to calculate this, you total the number of samples in which boys [girls] did the behavior and divide by the total number of observations on boys [girls] in-sight (which is the same thing as totaling the play and not play [paid attention], ignoring O-O-S). Because your running narrative cannot be quantified, you will not have a results section for that part. Your raw data will go into an appendix (see below).

Discussion: In the discussion section, you interpret what the results mean in light of your hypotheses or purposes. For this assignment, you will want to discuss the following: (A) Running narrative: the similarities and differences you noticed between your record and your partners' and what your observational biases seemed to be. Individual Tally: whether the total number of each behavior you reported seems to match your subjective impression of what the child did during the observation and whether the child did more or less of these than you expected. Group Tally and Time Sample: which sex, on average, produced more of the behavior and what classroom/playground conditions might have influenced those rates. (B) The ease or difficulty in doing each method and which method you prefer (and why). For running narrative and individual tally, which seemed best at capturing what your one child really did? For group tally and time-sample, which produced data that you think best captured what the group of children were doing? Are there any changes you would make if you did it over again, such as changing your operational definition, scanning in a different pattern? Be as specific as possible.

References: If you quoted or paraphrased any source, you would put the full bibliographic information in this section. For this assignment, you will not have a reference section.

Appendix: The appendix contains the original or raw data. For this assignment, you will include each of YOUR raw data sheets, from all 4 methods. You do not need to put your partners' sheets in, but do tell me who your partners were. Be sure that the running narrative sheets include both the original version and the expanded version. The original version does not need to be retyped, even if it is basically illegible. If the expanded version is hard to read, please retype it

Typing format: The cover page contains the "title" of the report (centered, first letters capitalized), followed by your name (centered on the next line). This page will give me some place to make comments and record your grade. Repeat your title as the heading for the introduction. The Method, Results, Discussion, & Appendix are also centered headings; the participants and procedure are left-margin, italicized headings (because they are subheading of the method). None of these headings is followed by a colon. Just follow the example below, including italicizing and capitalizing the first letter. Under each heading, begin each new paragraph with an indentation.

[Your Title]   {serves as the heading for the Intro}
Method

Participants
Apparatus {omitted in this assignment}
Procedure

Results
Discussion
References   {Omitted in this assignment}
Appendix

Operant Conditioning and Observational Learning
The purpose of this observation is to assess the amount and type of operant conditioning that children give to each other in classrooms and compare it to the observational (imitative) learning that occurs. You are to record sequences of antecedent-behavior-consequence, as they occur, for at least one half-hour and then record observational learning episodes for another half-hour (see details below). After the observation you will classify the episodes and tabulate the data. For operant conditioning, for what behaviors do peers provide consequences and which consequences do peers tend to use? For observational learning, what types of behaviors are modeled, who are the models, and who are the imitators?

Method

Participants
You may use any classroom at the Daycare Center, and the two parts do not have to be done in the same room. Report how many boys and girls of which ages were available for each data recording.

Procedure
Operant conditioning. For at least one half-hour you will focus on **peer**-administered consequences to other children. Scan the room for groups of children interacting and record episodes that you believe fit the antecedent-behavior-consequence type. Obtain at least 20-25 sequences you can score, even if you have to extend the time you observe. I recommend you do these observations indoors to enable you to see the consequences better and (I hope) hear them as well.
Use a narrative style, indicating on separate lines the antecedent (if you can tell what it was), the child's behavior, and the peer's consequence or lack of consequence. ALWAYS note the SEX of the child who is doing the behaving and the total number of children of each sex in the classroom. For examples, see the data column below. AFTER you have collected your data, go back and classify the episodes. For the child's behaviors, group into fairly broad categories such as aggression, breaking rules, obeying requests, creative play, etc. For the peer's consequences, use positive reinforcement, negative reinforcement, response cost, physical punishment, scolding (or verbal punishment), and no (neutral) consequence. You may want to add a new category of consequence for when a peer tries to get the teacher to give the consequence (tells T.) See examples under the classification column below. DO NOT classify teacher-child sequences. When a teacher intervenes, end your data record.

DATA   CLASSIFICATION

a1: Boy X playing with toys
    a2b1: Boy Y approaches and touches toy   b1-pestering
      c1b2: Boy X screams "Go away."   c1-verbal punishment b2-verbal aggression
      c2: Boy Y leaves   c2-negative reinforcement

a1: Two girls (X and Y) playing with blocks
a2b1: Girl Z asks to join them   b1-polite request
a3b2c1a: Girl X says "no" quite harshly   c1a- verbal punishment b2a-verbal aggression
   c1b: Girl Y hits Girl Z   c1b-physical pun   b2b-physical aggression
a4b3c2: Girl Z cries and yells for Teacher "They won't let me play"   c2a & b- verbal pun & Tells T.
                                      b3-tattling   [c2 counts against Girls X & Z]
b4c3a: Girl X says "Oh, OK, you can play"   c3a-negative reinf   b4a -obeys request [or sharing]
   c3b: Girl Y says nothing   c3b-no/neutral
c4 All girls play quietly   c4a- positive reinf for Girl X

Observational learning. For at least one half-hour, scan the room for groups of children interacting and record episodes where one or more children seem to be imitating something that another child just did (e.g., one boy crashes his tower of blocks, and then two more boys do the same thing.) Obtain at least 20-25 scorable episodes, even if you have to extend the time you observe. Observations may be done outdoors as well as indoors, because verbalizations will not be as important as large behavior patterns.
Use a narrative style, indicating sex of child who was the model, the behavior, and the number and

sex of children who imitated. AFTER you have collected your data, go back and classify the behaviors into broad categories. Try to use the same categories as you have for the operant conditioning data (but don't force it if that doesn't fit). Do not use episodes where children imitate the teacher.

SAMPLE DATA SHEET

DATA   CLASSIFICATION

Ep. 1: One girl asks Teacher "Can I have a crayon?"   Polite request
       Two girls and 1 boy also chime in "Can I have one too?"   G →2G, 1B
                                                             [Girl models for 2 girls, 1 boy]

Ep. 2: One boy flops down on the playground   Novel play action
       Two boys fall to the ground   B → 2B

Ep. 3: One boy throws a block at another boy   Physical Aggression
       Other boy throws block back   B→ B

Report:
   Your report should include the following sections: **Participants, Results, Discussion,** and **Appendix**. I'm not assigning an introduction or the procedure section to keep down the length of the paper. In the **Results** section, first create two tables that summarize your data: one for the operant conditioning behavior-consequence combinations and one for the observational learning. See the attached examples of tables. Say in your paper something like the following: Table 1 contains the number and rates of each sex performing good behaviors (polite requests, obeys requests), bad behaviors (physical and verbal aggression and tattling), and neutral behaviors (e.g., not responding to provocation) [SUBSTITUTE WHATEVER YOUR BEHAVIOR CATEGORIES WERE] as a function of the types of consequences. Table 2 contains … etc.

        Without repeating the data in the table, you can make a few additional calculations about whatever seems interesting to you. For example, you might calculate the percentage of consequences that were punishments (physical + verbal + tells teacher) and compare that to the percentage of consequences that were reinforcements (positive + negative). Or you might note that girls' good behaviors outnumbered their bad (give the ratio), but the reverse was true for the boys. Interpretation of your results will come in the Discussion section.

        Please note that the phrase "The boys' rate of performing X is 60%" does not mean the same thing as "60% of the boys performed X." Probably the first phrase is what you will calculate.

        In the **Discussion** section, explain what conclusions your data support about the relation between (a) the types of behaviors and the types of consequences in part 1, including the inappropriate combinations, (b) the differences between the types and rates of behaviors taught by operant and observational learning, and (c) any differences between boys and girls in the data. Finally, BRIEFLY discuss any difficulties you had with the observation procedure or data classification. The **appendix** will contain your raw data sheets.

Misc. information:
1. Pledge your paper. Do not share your raw data with others or help each other classify behaviors or consequences. See me if you're having trouble with data interpretation or analysis.

2. Double-space type your paper, using 12 pt. font.
Do not fold your papers. Use a staple or paperclip to keep pages together.
For raw data sheets, use regular sized paper, not legal sized; WRITE ONLY ON ONE SIDE of each
       piece, and please cut off any ragged edges. Retype unless you have a VERY neat handwriting.
Tables do not have to be typed or embedded in the text (they can be at end of paper), but they must be
       neat.
The word "data" is plural (Singular = datum), so it takes a plural verb and plural pronouns. Thus, you
       would write "These data show" NOT "This data shows."

3. The headings you will need are to be typed as follows:

Participants

Results
Discussion
Appendix

DUE: Friday Oct 31, 2008 at the beginning of class. Points will be deducted for lateness.
POINTS: 30 (10 for raw data; 10 for results tables; 2 for participants; 8 for discussion)

Example of table for data analysis

   Arrange the types of behaviors (behavior categories) so that the "good" behaviors are listed first and the "bad" behaviors are listed second. Arrange the types of consequences so that the reinforcements are listed first, the punishments second, and the no-neutral consequences last. That way, you can easily see whether any inappropriate consequences were given. Keep data for boys and girls (as the ones who **receive** the consequence, not as giver of the consequence) on separate lines. When you total the number of times a given consequence was administered, or a given behavior was made, divide by the number of children of that sex, so that a rate per girl and a rate per boy can be compared. When children enter or leave during the observation, you will need to adjust the denominator in calculating rates per child. To do this, add the number of minutes each child was present, and then divide by 30 to get an average for the ½ hour. For example, suppose 5 boys were present the entire 30 min, 1 boy arrived after 10 min (hence, observed for 20 min), and two more boys entered for the last 10 min. Add 30, 30, 30, 30, 30, 20, 10, and 10 = 190. Dividing by 30 yields an average of 6.3 boys for that session. If you observed for 45 minutes, then divide by 45. [Show me how you calculated this average on your data sheet. I want to verify that you did it correctly.]

Table 1

Peer Consequences as a Function of Behavior Categories

Behavior Categories	Sex~	Pos Reinf	Neg Reinf	Resp Cost	Phys Pun	Verb Pun	Tell T.	No-Neutral	TOTAL #	RATE #/sex
Polite Request	B								0	
	G				1*	1*			2	2/5=.4
Obey Request	B								0	
	G	1							1	1/5=.2
Pester	B					1			1	1/8=.13
	G								0	
Verbal Aggression	B		1*						1	1/8=.13
	G					1	1		2	2/5=.4
Physical Aggression	B								0	
	G					1	1		2	2/5=.4
Tattling	B								0	
	G		1*					1	2	2/5=.4
Total	B	0	1.0	0	0	1.0	0	0	2	
Rate /8			0.13			0.13				
Total	G	1.0	1.0	0	1.0	3.0	2.0	1.0	9	
Rate /5		0.2	0.2		0.2	0.6	0.4	0.2		

* Inappropriate combination (punishing a good behavior or rewarding a bad behavior)
~ Sex refers to sex of child who got the consequence, not sex of child who gives consequences

NOTE: data in the table correspond to sample data on page 1

Table 2
Total Behaviors and Imitators in Modeling Episodes

Behavior Categories	(Sex of Model)	Number of Models	Number of Imitations by boys	Number of Imitations by girls
Polite Requests	Boys	0	0	0
	Girls	1	1	2
Novel Play	Boys	1	2	0
	Girls	0	0	0
[add others]				
Physical Aggr	Boys	1	1	0
	Girls	0	0	0
[add others]				
TOTALS			4	2
Rate per sex			4/8=.5	2/5=.4

Sex of Modeler:
Good Behaviors:
    per boy [8 in room] 1/8 = .13
    per girls [5 in room] 1/5 = .2

Bad Behaviors:
    per boy [8 in room] 1/8 = .13
    per girl [5 in room] 0

NOTE: Data in the table above correspond to the sample data on page 2.

Example of interpretations you might make in the Discussion, based on Tabled data above:
The two sexes seem equally likely to pay attention to what their peers are doing. [Boys, on average, imitated 0.50 behaviors whereas girls imitated 0.40.] Boys modeled bad and good behaviors at the same rate (.13), and boys modeled slightly more total behaviors (2/8=.25) than girls modeled (.20). Finally, boys imitated other boys for virtually all of their imitations (3 of 4) and girls imitated only other girls, thus there was little cross-sex imitation.

Observation Assignment "C" – Fall 2008
Socialization

The purpose of this observation is to assess one aspect of social behavior: prosocial actions OR antisocial actions OR friendship patterns OR play patterns. Pick whichever topic is most interesting to you and which is likely to occur at the times you can observe. In the introduction [this section] specify some questions you think your data might answer, such as, are there differences between two ages, or between indoor and outdoor settings, or between boys and girls, or between morning and afternoon sessions in the frequency (or duration or rate) of the behaviors you want to observe? Propose which group you expect will show more or fewer of the behaviors and why. You may examine several of these simultaneously, but don't go overboard in either complexity or simplicity.

Method

Participants

Select any groups appropriate to your hypotheses and procedure. Report the age and number of boys and girls who are present each time you watch. If the number varies across time, note as precisely as possible how many were present at which times. As with previous assignments, you will need to use these figures in calculating percentages.

Procedure

You may use GROUP TALLY or TIME-SAMPLING; do not use running narrative. Do not restrict the number of participants you observe--observe all who are available at the time. Pick whichever method is appropriate to the questions you are studying. Write operational definitions for 4 or 5 behaviors which you think will occur frequently and which fit together conceptually under the same topic. For example, if you are studying prosocial actions, you might have definitions for sharing, obeying requests, offering help with chores, offering comfort, etc. If you are observing antisocial actions, you might define grabbing toys, hitting, verbal teasing, refusing to share/cooperate, etc. Do not try to define rare behaviors such as biting or spitting. If you observe levels of interactive play (alone, in parallel, cooperatively), you will need to define "playing" (as contrasted with watching or aimless wandering) as well as explain how you decided the participants were isolated, playing in parallel, or cooperating. Remember that if you use tally, your definitions need to include how you separate episodes or instances of the behaviors. For example, if you define hitting, state whether you count each time the fist contacts the victim or whether bursts of contacts count as one "episode" with each episode separated by a 10-second period of no contact. Write your definitions so that only one method of observing needs to be used.

Construct a data sheet appropriate to the method you have chosen and then use it to collect data for a total of two hours. Include space to write date, time, place, operational definitions, scanning pattern. (I do not recommend that you do all the data collection in one sitting.)

Results

Construct tables that summarize your data according to the variables you deemed important. That is, if you have asked how often boys and girls are antisocial, you will want the different types of antisocial behaviors listed on one side of the table and boys vs. girls across the top. You do not need to run any statistical tests of your data; your conclusions should be based on the totals or percentages seen in the tables. If you are doing a tally and children enter or leave during the observation, you will need to adjust the denominator in calculating rates per child. To do this, add the number of minutes each child was present, and then divide by 60 to get an average for the hour. For example, suppose 5 boys were present the entire hour, 1 boy arrived after 10 min (hence, observed for 50 min), and two more boys entered for the last 10 min. Add 60, 60, 60, 60, 60, 50, 10, and 10 = 370. Dividing by 60 yields an average of 6.1 boys for that hour. If you are doing a time-sampling, the out-of-sight code takes care of the problem.

Discussion

Discuss what you think your data tell you. I realize that two hours of data are not very representative of the children's days, but for purposes of the assignment, pretend that the data are accurate, and write conclusions appropriate to the data you got. In the last paragraph of your paper, you may discuss any difficulties you had with the assignment, especially if, in retrospect, you think a different method or operational definition should have been used. If you are going to mention difficulties, be specific about proposing changes. Remember that I want to see what you learned.

Appendix

Turn in your raw data sheets.

Misc. info: DUE Wed Dec 10, 2008 at the beginning of class.
        30 pts. available: Intro=2, Participants=2, Procedure=6 [date time location = 2, Op Defns = 3, Scanning/keeping track of kids = 1], Results=10, Disc.=5, Appendix (raw data = 5). Points will be deducted for late papers.
        Type your paper using 12 point font. Rewrite your raw data sheet only if it is unreadable.
I suggest you look back at Assignment A to refresh yourself on writing Procedure and Results sections. The instructions above illustrate the headings to be used.

Grammatical/spelling hints: *Incidence* (plural, *incidences*) means RATE(s) of; *incident* (plural, *incidents*) means EVENT(s) or episodes. *Data* is a plural noun (singular is *datum*), so *data* takes a plural verb. Note examples in the paragraph under Discussion above. "Amount of" is used with uncountable nouns (e.g., amount of water); "Number of" is used with items that can be counted (e.g., number of glasses of water). Because children are countable, you should talk about the "number of children who…" not "the amount of children that…" Spell-checking and grammar-checking on the computer are permitted. The paper does not need to be laser-printed, but one-sided is preferable. Pledge your work.