Instructions for observation:

- A list is made of the children in the observed group. In the list is also the number of each child (e.g. 12).
- An observer does not observe their own group of children. Two randomly chosen observers observes a group in each other's center/school. To get to know the names of the children and the group the two observers can change workplaces for one day. There are altogether seven randomly selected days for the observation between January and June 2015.
- The children are observed systemically in the order determined by the list. If a child is missing the next child in the list is observed. Children who are absent or arrive later will be included in the observation when they arrive. If it is impossible to observe the whole group, e.g. half of the group is at the park and the other half is at the day care center, the observer observes the biggest group available. To prevent systematic bias the observer starts each day with a different (random) child in the list.
- The observation is done between 08:00-12:00 hours (if the schedule requires, the observations can be done e.g. between 9:00-13:00) at five minutes intervals: the actual observation lasts only one minute and happens at the same time of interval each time. The additional four minutes is for coding and preparing for the next observation. There are altogether 49 observations in one day. If the observer needs to go to the restroom etc., the observation continues after the pause as usual.
- After practicing the observer often finds it possible to do the observation accurately even at four minutes intervals. The four minute interval is encouraged as it allows for more observations, however, if the observer finds it difficult, he/she should go back to five minute intervals.
- If the child changes action during the observation, the mean activity is used to determine the child's action (except in G where even a short expression of emotion is enough). If it is still impossible to determine child's action the action can for example be coded as other action (b11) or if the child does not have a nearest contact for coding, the space is left empty.
- The observer has a book in which the observer has three papers enclosed: the list of children with their numbers, the list of observed items and the observation form. The coding is done separately from the observation and the observer does not look at the children while coding.
- The observer does not seek interaction or eye contact with the children but answers to their questions if necessary. For example: What are you doing here? "I study the work here". What are you writing? "I write codes." Why? "I'll do research for the day care center." Experience shows that children very soon ignore the observer.
- It should not be emphasized that the children are observed and the observed child should not be aware of being observed. The observer needs not to be close to the child, it is enough that the observer understands the situation. The observer can move around as needed.

Time (e.g. 08.16)
Child's number
A. The general activity frame of the child (what the child needs to do)幼兒需進行活動型態

1. Direct Education inside 室內直接教學. (Mostly teacher initiated, planned action: teaching, instruction, group get-together, storytelling, performance, group discussion)
2. Guided or scaffolded play indoors 室內鷹架活動. (Mostly child initiated. Teacher observes or participates in children's play processes and is at least ready to facilitate children's own processes when needed.
3. Indoor free play 室內自由遊戲. (More independent play alone or with friends. Teacher has no participative role in the learning process)
4. Outdoor activity 室外活動. (Often in the kindergarten yard or park, field trip.)
5. Basic care. 基本保育(Dressing/undressing, toilet, hygiene, rest, also waiting)
6. Eating. 用餐(Breakfast and lunch. Also the waiting for the food, the service of the food and other action before, during and after eating.)
7. Transition 轉銜活動(short activities between scheduled activities)

B. The main action of the child (what the child does)幼兒主要具體行為

1. Role play or imaginary play 想像遊戲 (using a toy or having a role to play)
2. Rule play. 規則遊戲(E.g. ball games, chess, games with fixed rules, competition)
3. Play or exploring with toys, materials 探索活動 (e.g. at the sandbox, with paper)
4. Physical activity 體能活動(e.g. running, swinging, romping, dance, jumping, climbing, play, exercise)
5. Reading, either teacher read or the child reads him/herself 閱讀
6. Task or seatwork 工作或作業(homework, pen and paper exercise, practice dressing , practicing nursery rhyme, refining a skill, work)
7. No focus or proper contact with others. 個人無焦點閒晃(E.g. walking around, no clear contact, searching or waiting)
8. Hanging about together with others. 與人打混(E.g. chatting and/or walking with others, chatting at the climbing frame.)
9. Action not allowed 禁止行為(e.g., not following orders, teasing, disruptive to others).
10. Acting according to the general frame, which does not include the above behaviours (B1-B9). 一般配合活動(E.g. child eats at eating situation, dresses at dressing situation)
11. Other action. 其他(Action that does not fit in other categories, confusion, a lot of changes, no structure, difficult to pinpoint).

C The child's main object of attention 幼兒主要注意對象

1. Non-social object. 非社會目標(E.g. focus on toys, sand, cars, blocks, water, or oneself.)
2. Adult. 成人(E.g. follows adult's narrative, discusses with adult, can include e.g. teaching content.)
3. A child. 一個孩子(Child's attention is focused on another child. The focus can include toys etc. or any non-social object in the child's hand.)
4. A group of children. 一群孩子(Attention is focused on 2 or more children. The focus can include toys etc. or any non-social object in the child's hand)
5. The whole situation.整體情境 (The situation has so many elements that one object of attention cannot be defined. E.g. children, adults, materials and different kinds of actions, usually a dynamic situation.)

D The main social peer contact (if one can be found)主要同儕接觸
Write down the Code Number of the child that the observed child is most involved with. 寫下主要互動幼兒代碼(須為名單上)
If nearest contact cannot be found or is not on the list leave the item empty.

E. The physical activity level of children 幼兒身體活動度

1. Low 低度(sitting, using pen, eating etc.)
2. Intermediate 中度(walking, whole body movements)
3. High 高度(includes at least some running, romping, physical exertion etc.)

F. Child's involvement 幼兒投入度(另有訓練資料)

1. Simple, stereotypic, repetitive, passive, no energy, no cognitive demand
2. Frequently interrupted activity and engagement
3. Mainly continuous activity, easily distracted, mental engagement is lacking.
4. Continuous activity with intense moments, child not easily distracted.
5. Sustained intense activity, concentration, creativity, mental engagement, and persistence

G Emotion (1-6, even a few seconds of the emotion is enough during observation) 幼兒情緒狀態

1. Anger, frustration, disappointment 憤怒、苦惱、失望
2. Disgust, contempt 厭惡、鄙視
3. Fear, nervous 恐懼、緊張
4. Happiness, joy, contented 幸福、快樂、滿足
5. Sadness, depressed 傷心、憂愁
6. Surprise, alert, curious, excited 驚喜、機警、好奇、興奮
7. Neutral, calm, peaceful 中性、平靜、安寧
8. Other emotion 其他情緒

H. Social orientation 幼兒社會因應傾向

1. Is adapting and open during observation 順應: accepts and acknowledges
2. Is participative and open during observation 參與: interactive and cooperative
3. Is self-centered and insistent during observation 主導: pushy and dominant
4. Withdrawn from the situation 退出：may be non-social and non-interactive
5. Cannot be identified 無法辨識

I. The related or nearest adult's main action 相關成人主要行為

1. Interacts with the whole group of children 與全園或全班互動(or whole day care center) (include teaching, supervising, facilitating, discussing, storytelling, playing with…)
2. Interacts with a split group of children 與分組幼兒活動 (include teaching, supervising, facilitating, discussing, storytelling, playing with…)
3. Interaction with one child only 與一位幼兒互動 (modelling, teaching, supervising, facilitating, discussing, storytelling, playing with, basic care…)
4. No child contact but adult contact 與其他成人互動 (discusses with parents or colleague)
5. No child contact but observing children (may be doing pen/digital record at the same time)
6. No child/adult contact but doing edu-care related work 無互動進行教保相關(e.g. arranges teaching materials, doing documentary/portfolio, tiding up children's work…)
7. No child contact, edu-care unrelated activity 無互動與教保無關活動(e.g. tidy tables, clean works, cooking, resting)
8. There is no adult present 無成人在場

Date_____ Day care center/group _____

Time	Child's number	A. General action (1-7)	B. Child's action (1-11)	C. Attention (1-5)	D. Near. contact (number)	E. Physical activity. (1-3)	F. Involvement (1-5)	G. Emotion (1.8)	H. Social orientation (1-5)	I. Related adult action (1-8)
		A. General action (1-7)	B. Child's action (1-11)		D. Near. contact (number)	E. Physical activity. (1-3)			H. Social orientation (1-5)	I. Related adult action (1-8)