

## Appendix B

# Guidelines for Narrative Observation

### Context Description

- Where does the observation take place?
- What is the physical environment like?
- Who is present during the observation? (e.g., the teacher, number of students, learning specialist, aide, visitor, administrator)
- Did anything unusual happen prior to the observation?

### The Child Within the Space

- What are the expectations for the child within the physical space?
- Does the child keep his or her work area (i.e., table or desk) neat and organized?
- Does the child use communal areas (e.g., learning centers, computers, library) appropriately?

### Child's Interactions with Peers

- How does the child interact with peers?
- How does the child handle conflicts?
- Does the child communicate clearly and appropriately to peers?
- How does the child respond to inappropriate behavior by others?

### Child's Interactions with Adults

- Does the child communicate clearly and appropriately with teachers and other adults in the school?
- How does the child respond to the teacher's directions?
- How does the child respond to the teacher's corrections?
- Does the child have appropriate boundaries with adults?

### The Learning Process

- Is the child on task?
- Does the child actively participate in the lesson?
- Does the child complete tasks within the required time?
- Does the child answer questions requiring memory and facts?
- Does the child answer questions involving critical thinking and problem solving?

### Transitions

- Does the child follow directions in regards to preparing for the next activity/lesson?
- Is the child quiet and cooperative in between activities/lessons?
- How does the child behave when standing on line?
- How does the child behave in the hallways?

# Narrative Observation Report

Name of Child: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_

Context Description

The Child Within the Space

Child's Interactions with Peers

Child's Interactions with Adults

The Learning Process

Transitions

Inferences

Recommendations

Appendix C

# Peer Interaction Checklist

Name of Student \_\_\_\_\_ Grade/Class \_\_\_\_\_

Date of Observation \_\_\_\_\_ Observer \_\_\_\_\_

**Setting**

<i>Overall Behavior</i>	<i>Observed</i>	<i>Not Observed</i>	<i>N/A</i>
Child typically engages in positive interactions with peers.			
Child has developed appropriate and meaningful relationships with peers.			
Child demonstrates tolerance when mildly provoked.			

Comments

<i>Small Groups Within Classroom</i>	<i>Observed</i>	<i>Not Observed</i>	<i>N/A</i>
Child expresses ideas clearly to peers.			
Child demonstrates ability to listen to peers.			
Child compromises as needed for the group process.			

Comments

<i>Unstructured Periods (Lunch, Recess, Snack Time, Transitions)</i>	<i>Observed</i>	<i>Not Observed</i>	<i>N/A</i>
Child finds a place within a group.			
Child refrains from following those who are misbehaving.			
Child possesses ability to resolve conflicts peacefully.			

Comments

Appendix D

# Teacher Self-Reflection Inventory

Name \_\_\_\_\_ Date of Observation \_\_\_\_\_

Directions: Rate each item. Think about one or two examples to support each answer.

1 = never 2 = rarely 3 = sometimes 4 = often 5 = always

**Tone**

My tone is positive and nonthreatening.

1      2      3      4      5

I modulate my voice as a teaching tool.

1      2      3      4      5

My students understand my humor.

1      2      3      4      5

Comments

**Relationships with Children**

I establish relationships with the children in my class.

1      2      3      4      5

I look at children's faces and body language to gauge their reactions.

1      2      3      4      5

I use active listening skills with the children.

1      2      3      4      5

Comments

**Language**

My students understand my vocabulary and the way I use language.

1      2      3      4      5

I state my expectations clearly.

1      2      3      4      5

I individualize my responses to each child.

1      2      3      4      5

Comments

**Classroom-Management Skills**

I clarify classroom rules and expectations on a regular basis.

1      2      3      4      5

I respond consistently with logical consequences.

1      2      3      4      5

I encourage the children to communicate and problem solve.

1      2      3      4      5

Comments

Reflections and Goals

## Appendix F

# Parent Observation Form

Date \_\_\_\_\_

Child's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

Choose from the following situations that are problematic for your child.  
Complete one Parent Observation Form for each situation.

- Coming home from school
- Homework
- After-school activities
- Mealtime/food
- Playdates/peer interactions
- Waking up/Getting ready for school
- Travelling in the car
- Chores
- Following rules and routines
- Bedtime
- Grooming (baths, brushing teeth, toileting, dressing, etc.)
- Separations
- Sibling interactions
- Other

**Problematic Situation**

**When It Occurs**

**Frequency/Duration**

**Observation**

**Your response**

**What do you think is really going on?**

## Appendix I

# Developmental Discipline Strategies

Educators are encouraged to refer to the following menu of strategies, which have been culled from the text. Selecting strategies that match one's particular style can help build a reservoir of techniques that can be adapted to various situations.

### Proactive Strategies

Observe → interpret → reflect → intervene

- Consider the child's developmental level and temperament
- Be familiar with typical and atypical developmental norms
- Recognize signs of anxiety and depression in children
- Understand the relationship between physical ailments and psychological struggles
- Create an emotionally safe environment for children
- Discourage teasing and hurtful humor among children
- Encourage listening rather than interrupting: hands down when children or teacher are speaking
- Avoid putting children in situations that might elicit undesirable behavior
- Allow children ample time to be mobile
- Anticipate aggressive behavior so it can be avoided; carefully consider group composition, seating, and line arrangements
- Monitor children's peer relationships
- Praise children for exhibiting positive behavior
- Examine your tone and length of verbalizations
- Use role-play with students to explore and express feelings and teach coping and problem solving
- Share books that help children understand and work through sensitive issues
- Encourage children to articulate their feelings
- Be cognizant of nonverbal communication
- Individualize schedules for young children
- Offer alternatives to unstructured lunchtime and recess time
- Provide individual and small-group time for children when necessary
- Adopt an antibullying/social skills curriculum
- Integrate a multicultural curriculum year-round
- Prioritize the needs of gifted children
- Have clear aisles for easy classroom movement
- Avoid shelf clutter
- Rotate materials regularly
- Create rules for the use of the environment and its materials
- Rearrange the room to suit the particular lesson
- Use voice code to monitor the noise level in the room
- Give children an activity during transition time (e.g., game or song)
- Provide children with a menu of tasks when they are finished with their work (e.g., silent reading, a problem-solving task, or completion of an unfinished assignment)
- Give ample warning prior to transitions
- Get children's attention by flicking the lights on and off, lowering your voice, or using a clapping pattern
- Conduct weekly classroom meetings
- Conduct community meetings to establish goals for the larger group
- Assign homework that is meaningful and developmentally appropriate in terms of content and length
- Individualize homework as needed
- Provide children with organizational support and study skills
- Clearly convey expectations
- Be consistent about the rules with all children
- Use external rewards, such as sticker charts, sparingly
- Model apologies when relevant
- Employ the services of consultants: psychologists, social workers, occupational therapists, physical therapists, and speech pathologists