

Step 3: Reviewing the Study with the Educators

remember you when you come for your research sessions. The lunch/journal times are equally helpful for observing the teachers to learn effective ways to interact with young children.

- To engage young children in conversation, **use very specific topics** that are within their experience. During lunch, talk about foods (e.g., favorite foods, how foods are grown, colors and shapes of foods, etc.). Ask about the activities the child has done that day (e.g., Did you hear a story today? Tell me about it. OR Did you play in the red room today? Tell me what you played.). Once the child is sharing experiences, you can share yours and extend the conversation (e.g., I like to read stories about animals. What animals do you like? OR I like sand too, especially at the beach. Did you ever go to the beach?).

RESEARCH SCHEDULE 2024-2025

	MON	TUES	WED	THURS
AM Preschool				
3	8:30-9:30am 10:15am-12:15pm	8:30-9:30am 10:15am-12:15pm	8:30-9:30am 10:15am-12:15pm	

- At the end of the session, put a "**participation sticker**" on the child to alert the parents that the child has been in a study. The sticker should give the parents a clue for asking the child about the activity, such as, "Ask me about the lemonade stand game."
- Put the child's name on a copy of your **Parent Experiment Description**. Have the child walk with you to his/her locker before returning to an activity so that you can **put a copy of your experiment description** in the child's backpack. Sample descriptions are attached.
- When you return with the child to the classroom, move his or her picture from the Research Participation Board into the **envelope marked "PARTICIPATION"**. The term "participation" applies even if the child did not complete the session.
- All participants receive the "participation sticker" and Parent Experiment Description, even if the child chooses to end the game early. If the child does not complete the session, use the red pen by the Research Participation List to **put an X next to the code number** that you entered for that child earlier.

NOTE: If the Fire Alarm rings while you are testing a child, take the child immediately to the nearest Reflection Garden exit to join the class along the fence. We will make every effort to avoid fire drills during testing sessions, so assume that an alarm is signaling a fire.

***** Hints for maintaining good relations with the Children's School Staff *****

- Speak, behave, and dress in a professional manner.
- **Make arrangements well ahead of time.**
- Keep your cell phone off while working at the Children's School.
- Remember that you might want to conduct additional studies at the Children's School, so work on developing a good reputation here.

Step 6: Reporting Results

After a project has been approved, Mrs. Stilinovich will post a description of it on the research bulletin board and, when possible, include a copy in our weekly news. At the completion of the project, the methods course instructor is responsible for submitting copies of students' **assignment reports** (one report per class) and **final projects** (one report per group) to Dr. Carver, who will then communicate them to the staff and the parents. If you do not want to keep your group's poster after the poster session, please bring it to the Children's School for display in the entrance hallway.

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Sample Experiment Descriptions

****Research Methods Instructors will provide the experiment description for the whole class project. Make sure the description includes a “game name” that will be memorable to the children, the students’ and professor’s names, and information about the purpose, design, procedure, and relevance of the study. Including pictures of sample stimuli often helps with the explanation. NOTE: Please use a 12pt font and double spacing.**

The Face Game

Psychologists have studied face recognition to better understand the storage of visual information in long-term memory and to determine why certain features are remembered while others are not. In this experiment, we are studying whether or not children are able to locate faces in a crowd faster when the faces are familiar to them. At the beginning of the experiment, we show the child a series of adult faces, some familiar (Children’s School staff members) and some unfamiliar. After the child looks at each photograph, we replace it with a photograph of a crowd and ask the child to find the person whose picture we just showed. We record the child’s reaction time for locating the individual. In the second part of the game, children are shown three pictures of individuals at once and then asked to locate all of them in one crowd picture. We expect that children will locate familiar faces faster than unfamiliar ones and that working on three faces simultaneously will be more difficult. We will also compare

Children's School Guidelines

In addition to following the research procedures, it is essential that research methods students adhere to the following guidelines that apply to all participants in the laboratory school community.

Be Professional.

Keep confidential any discussions concerning the case of a specific child. The school staff trusts you to use such information and observations only to work more effectively with that child. Never discuss students with parents or in any situation other than with that child's teacher. **Please remember that you have signed a confidentiality agreement that is kept on file at the Children's School.**

Choose clothes that are professional and practical. Working with young children may mean stains, running, stretching, and bending, so clothes should be comfortable, modest and easily washable. Shoes should be close-toed and appropriate for outdoor activities.

Refrain from drinking or eating in the classroom except with a teacher's permission during the children's designated lunch times. Please leave coffee cups and other drink containers in the office.

Cell phones should not be used during classroom time. If there is a situation where you need to use your cell phone, please let the teacher know and leave the classroom.

Leave all bags/bookbags in the main office when you sign in.

Be a Model.

You are in our school as an adult model, not a playmate. If your behavior is calm and controlled and your tone of voice quiet and pleasant, the children's will be, too. Provide a

Working With Young Children

Ways With Children* - In Speech

1. Use your voice as a teaching tool (calm, moderate tones).
2. Use a tone of voice that will help the child feel confident and reassured, not afraid or guilty or ashamed.
3. Speak in a very matter of fact manner and **avoid baby talk with children.**
4. Make an effort to speak in simple sentences but in a regular tone of voice.
5. Make suggestions or state directions in a positive rather than a negative form.
Example: "Park your tricycle here." - rather than "No, don't do it that way."
6. Give children a choice only when you intend to leave the situation up to them; do not offer the child a choice when there is no choice. For example: "It's your turn to play this game" instead of "Do you want to play this game?".
7. Redirecting the child is likely to be most effective when it is consistent with the child's own motives or interests.
8. When young children are drawing, it is better to ask "Would you like to tell me something about your drawing?" than "What is it?" since children may not always know what it is themselves.
9. Avoid trying to motivate a child by making comparisons between the child and another or by encouraging competition.
10. If a child is tattling on another, respond with, "Thank you for telling me" and then deal with the situation as appropriate. That phrase is also helpful when a child is relating a story to you but you aren't sure you understand.

*Extracted from pages 313-