

OBSERVATION OF SOCIAL INTERACTION – PRESCHOOL AND KINDERGARTEN

During a 5-minute observation period, check off any of the following behaviors that occur within each minute. Multiple behaviors can be checked off for each one-minute observation. Optimally, all or most checks will be in the white boxes.

Child Name:		Observer:	Date:	Gr:	Minute ✓				
Peer Interaction					1	2	3	4	5
Linguistic interaction	Child uses recognizable words or signs when attempting to begin a positive interaction, and does not include unintelligible vocalizations, gestures, or just approaches to listen/watch.								
Positive interaction	Child plays or converses with other child(ren), shows physical signs of affection toward other child(ren), or engages in interactive games such as "catch" or "chase."								
Negative interaction	Child hits, kicks, throws toys, bites, pushes, shouts, takes materials or toys without permission, disrupts or interferes with play activity, uses negative sign or oral communication such as "no," "don't do that," "Stop it," "dumb you," "I'm not your friend," "hate you," or displays negative inflection in gestures, voice, or signs.								
Play									
Associative/ Cooperative play	Child plays with peer(s) and communicates with them about the play activity using gesture, speech, or sign; engages in a cooperative project or engages in formal games or dramatic play.								
Parallel play	Child plays independently beside peers and engages in similar activities; social contact is only through gaze or imitation. Child does not interact with peers.								
Solitary play	Child plays alone or with materials that are different from those of other children or plays alone and uses same materials as peers but in a very different manner; has no social contact with peers while playing.								
Non-play	Child watches peers, wanders, sits, or stands away from other children; does not engage in play behaviors: has no social contact with peers.								
Child Initiations / Peer Responses									
Child initiation	Child attempts to begin positive interaction with peer(s), to join peer(s) already engaged in play, to give instructions to peer(s), or to modify ongoing play activity.								
(Peer) positive responses	When child attempts positive interaction, peer(s) respond by interacting with the child or by attempting to follow instructions given by the child.								
(Peer) negative responses	When child attempts positive interaction, peer(s) respond by overtly refusing to interact with the child, by not allowing the child to join the play, or by directing negative behaviors toward the child.								
(Peer) non-responses	When the child attempts positive interaction, peer(s) do not interact or respond.								
Peer Initiations / Child Responses									
Peer initiation	Peer attempts to begin positive interaction with child, to join child already engaged in play, to give instructions to child, or to modify ongoing play activity.								
(Child) positive responses	When peer(s) attempt to positively interact with the child, he responds by interacting with peers or attempting to following instructions given by peers.								
(Child) negative responses	When peer(s) attempt to positively interact with the child, he responds by overtly refusing to interact with peer(s), by not allowing peer(s) to join the play, or by directing negative behaviors toward peer(s).								
(Child) non-responses	When peer(s) attempt to positively interact with the child, he does not interact or respond.								
NUMBER OF POSITIVE (WHITE BOX) RESPONSES OUT OF A TOTAL OF 40 POSSIBLE					□	X 2.5 =		□	%

Content based on: Shirin D. Antia and Kathryn H. Kreimeyer (1997). The generalization and maintenance of the peer social behaviors of young children who are deaf or hard of hearing. *Language and Speech Hearing Service School*, 28, 59-69. Adapted by Karen L. Anderson, PhD, 2011.