Child OBSERVATION
IN PRESCHOOLS (COP)
With adaptations for use in the *Tools of the Mind* curriculum evaluation
Digital Recording Version For Use with a Tablet Computer

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CHILD OBSERVATION
IN PRESCHOOLS (COP)
(COP for use with Tablet Computers)

The Child Observation in Preschools (COP) is a system for observing children’s behavior in preschool classrooms across a day-long visit. The COP is based on a series of snapshots of children’s behavior across a period of time. Each snapshot may be, by itself, an unreliable piece of information, but collectively, they combine to provide a picture of how children are spending their time in a classroom (as an aggregate), as well as information about individual differences in children’s preferences.

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CODING BEHAVIORS

Coding Procedure: As children arrive, have a teacher or assistant identify each child and record identifiable descriptive information (e.g., blue striped shirt, overalls) on the tablet. To code, locate the first child, observe the child’s behavior for a count of 1, 2, 3, and then begin scoring. The first things to attend to are whether a child is listening or talking (Verbal), and To Whom. The next category to observe is the child’s Involvement level. After those decisions are made, the observer can continue to observe the other behavioral categories within the count. This approximately 2-3 second window has proven sufficient to determine what the child is doing but not so long that the child will be engaged in several activities in the same category. If you cannot code a behavior, make a note of the sweep and the problem on the notes program of your tablet or on a separate sheet of paper. At the end of the observation, you should have 20 snapshots of behavior; snapshots should be spaced across the full observation. This requires careful attention to both the time each sweep of the room is taking and the classroom schedule. For example, if you know the class will be out of the room for 45 minutes for outdoor play, you might shorten the time for each sweep, whereas if you have a full uninterrupted morning, you could lengthen the time between sweeps. You should aim to have completed 20 full sweeps within the observation window. A full sweep during whole group time will take 8-10 minutes; a full sweep during center time will take 12-15 minutes. Do not finish early. Do not code when class is outdoors, in specials (i.e., gym or music), or napping. If a child is in the bathroom, skip the sweep. When the child returns, complete the sweeps missed, if possible. If a group of children leaves the classroom, continue coding the remaining children and catch the other children up when they return. If the teacher leaves the classroom and the children remain, stay with the children in the room and continue to code.

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## VERBAL & TO WHOM

During the coding interval, look first to see if the child is talking or listening, and to whom. Sometimes both listening and talking can occur within the same 3-second interval. Code whichever occurs first, **NOT** both.

<table>
<thead>
<tr>
<th>IS THE CHILD TALKING OR LISTENING?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NO (N)</strong></td>
<td>Child is neither talking nor listening to someone else.</td>
</tr>
<tr>
<td><strong>YES (Y)</strong></td>
<td>Child is talking (either understandable words or other sounds count).</td>
</tr>
<tr>
<td><strong>LISTENING (L)</strong></td>
<td>Child is listening to another person (tape recorders, TVs, and videos do <strong>NOT</strong> count). To code Listening, attend to what is around the child. Listening is conveyed by eye contact, body posture, and responsiveness.</td>
</tr>
<tr>
<td><strong>FUSS/CRY (FC)</strong></td>
<td>Child is fussing, whining, crying, arguing, or yelling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TO WHOM IS THE CHILD TALKING OR LISTENING?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NO TALK/LISTEN (NT)</strong></td>
</tr>
<tr>
<td><strong>TEACHER (T)</strong></td>
</tr>
<tr>
<td><strong>CHILD (C)</strong></td>
</tr>
<tr>
<td><strong>SMALL GRP, NO TCHR (SG)</strong></td>
</tr>
<tr>
<td><strong>SMALL GRP W/TCHR (SGT)</strong></td>
</tr>
<tr>
<td><strong>WHOLE GRP, NO TCHR (WG)</strong></td>
</tr>
<tr>
<td><strong>WHOLE GRP W/TCHR (WGT)</strong></td>
</tr>
<tr>
<td><strong>SELF (SW)</strong></td>
</tr>
<tr>
<td><strong>SELF (SN)</strong></td>
</tr>
</tbody>
</table>
Coding Notes:

- Position yourself so you can see the target child’s mouth.
- Remember to code Listening. When a teacher is reading and the child is attending, code Listening. When the teacher is instructing the group and the child is attending, code Listening. If child is looking away or clearly not involved, code NT. Just because the teacher is talking does not mean the child is listening; judge by head orientation, focus of eyes, and responsiveness.
- If child is in a whole group with the teacher and is looking only at the teacher or adult leader and none of the students, code listening to T. If child is calling out an answer and is looking at the teacher, code talking to T. If child is listening to but not participating in the class recitation of a fingerplay or singing of a song, code Listening to WG or WGT. If child is participating, code Verbal Yes (Y) to WG or WGT (watch lips).
- Be alert to code To Whom Self (look for lips moving) and distinguish between the child using words (SW) or noises and sounds (SN).
- Giggling is Yes for Verbal. A child can be listening to another child giggling.
- Fuss/Cry To Whom can be toward another person or to self.
COP Manual
Adapted for evaluation of the *Tools of the Mind* curriculum
Farran, D.
Peabody Research Institute

**SCHEDULE**

This is not necessarily the teacher’s posted schedule. Rather, this is a description of types of learning settings one would find in most preschool classrooms. Thus, this category can be used across many varieties of curricula. The observer should be familiar with the lesson plan for the day and be able to recognize and record the appropriate component. The teacher’s posted schedule is the beginning point; the schedule as enacted may be different. The same schedule code continues until 75% of the children have begun to do something different.

**WHOLE GROUP (WG)**
Whole groups occur when the entire group is meeting together and some form of content is being discussed. If children are gradually taken out of the group for toileting and hand washing, continue to code WG until 75% of the children have moved away from WG. If half the children are removed from the classroom for another activity (including toileting at a hallway bathroom), the remaining children constitute the whole group.

**SMALL GROUPS (SG)**
Only code SG if the students are working in small groups that are facilitated by an adult and/or are assigned by an adult, an adult calls specific children over to participate, and the activity is not optional. The adult may have assigned one or more children to an area to work on specific tasks or with specific materials. All children in the room must be expected to be working in small groups for this code to be used.

**CENTERS (C)**
Center time (sometimes called “Activity Time” or “Free Play”) is characterized by children having relatively more freedom about what they do and where they go, although teachers may place limitations on children’s choices. Thus, centers can be tables where children have a limited number of choices about what they can do (puzzles, journals) or center time can be freer play, during which children are allowed to move about the classroom freely. Another type of center time can be seen when children are assigned to areas but have complete freedom to choose what they do in that given center area.

**MAKE BELIEVE PLAY (MBP)**
Make believe play is when the individual centers are set up to align with a theme and the children are expected to enact roles and scenarios according to that theme. Children can use roles to cross center boundaries and continue the scenarios in different areas of the classroom. (Children may not be carrying out the roles very well or at all. What is important for coding MBP is the expectation that children will carry out roles connected to the classroom theme.)
COMBINATION OF SMALL GROUP AND CENTERS (SGC)
If small group(s) and center time are simultaneously occurring in the classroom, then code SGC. Confusion could occur when there are not enough adults in a classroom to have one for every small group. If a group of children has been assigned a specific activity to complete without adult supervision and the other children are in adult-led groups, code SG, not SGC. SGC is NOT coded for the times during centers when a teacher may sit in a certain center to facilitate activities. Sometimes assistants are assigned one area to monitor and even lead activities while the teacher is in another area. This usually is NOT coded SGC.

TRANSITION (T)
Code T if the sweep takes place during a transition time, such as brushing teeth, lining up, or washing hands. In the case of gradual transitions (such as center time to another part of the day), 75% or more of the class must be transitioning for the sweep to be coded as such. Transitions may also begin when an activity has clearly ended (e.g., storytime) and the next activity has not yet begun. If half of the class transitions to the restroom in the hall and the other half remains in the room, continue to code in the classroom. If all of the students leave the classroom, code until the teacher and students leave the classroom; resume coding when the teacher and students re-enter the classroom.

TRANSITION WITH INSTRUCTION (TI)
Code TI if the teacher is leading an activity anytime during a transition, such as a fingerplay, singing a song while waiting to leave classroom, making patterns with children (girl, girl, boy) in line, pretending to be an animal while moving from activity to activity, or having children count children waiting in line. To be coded TI, however, the expectation has to be that 75% or more of the class is supposed to be participating. If the teacher is doing fingerplays with the small group of children who have already assembled at the door, this is not TI until 75% of the children are involved.

For both T and TI, the code relates only to the Schedule and does not affect what else you code for the child's behavior. Children can be engaged in a variety of activities during T and TI.

OTHER (O)
Code O if the activity is something else not listed, and describe the activity. Nap/rest times that occur with the light on and during which children are able to get a book and read on their mats are coded as O. (If an observer encounters something in the schedule that he/she does not know how to classify, code O and write down a detailed description for later decision making. Questions regarding codes should be resolved immediately upon returning from the field).
MEAL TIME (MT)
Mealtime is coded if students eat in their room, including snack time. Code MT as soon as the students have started to eat or to pass the food (in the case of many Head Start classrooms). If students are sitting at their places but not yet allowed to eat (or the food has not been passed out), the appropriate Schedule code is Transition.

Coding Notes:
- When students are scheduled to leave the classroom, code until the students have walked into the hallway; stop coding once the students exit the classroom. Do not code outdoor play even to finish a sweep. If children leave the classroom before a sweep is finished, finish that sweep when the children re-enter the classroom.
- If children are sitting at tables doing different activities at each table and an adult is involved, code the schedule as SG.
- If the children are at tables and they are all doing the same worksheet and the teacher is monitoring the work, code the schedule as WG. (Graphics Practice in Tools is an example.)
- For Tools of the Mind Play Planning, code the activity as SG if each group (or most groups) is receiving help from the teachers.
- If MBP and centers are occurring during the same time, code the schedule as the grouping that has the most centers involved. If a classroom is doing half MBP centers and half free choice centers, code MBP as schedule.
- Code only one classroom sweep during mealtime in the classroom. This would mean coding the entire class one sweep during breakfast and one sweep during lunch if the meals occur in the classroom.
PROXIMITY

Proximity describes who is near the child regardless of whether they are interacting. Proximity includes anyone within 3 feet of the child, or approximately an adult-arm’s reach. If the child is in a defined area of the room (enclosed on 3 sides), anyone else in that area (e.g., the library corner) would be coded as in proximity.

TEACHER (T)
Child is within arm’s length of the teacher, but not near other children. If the child is with more than one adult, still code T. (T is synonymous with adult, including assistants, parent visitors, “grannies,” etc.)

CHILD (C)
Child is near a single child.

SMALL GROUP (SG)
Child is in a small group of children (at least 3 children including the target child) that is a subset of the whole group, but without an adult or teacher as part of the group.

SMALL GROUP WITH TEACHER (SGT)
Child is in a small group of children, but not the whole group, with a teacher, assistant, or other adult as part of the group (at least 2 children including the target child and an adult).

WHOLE GROUP (WG)
Child is with the whole group but the teacher or assistant is not present or cannot be touched by anyone in the group of children (e.g., adult is behind a podium or separated from the group by a large rug). (75% or more of the group constitutes whole group.)

WHOLE GROUP WITH TEACHER (WGT)
Child is with the whole group and the teacher or assistant is present. When the child is in a whole group activity led by teacher, code proximity as WGT (unless the teacher is physically separated by a barrier).

SELF (S)
Child is alone or set apart from others. Reaching around 3 feet, the child could not touch anyone else.
**Coding Notes:**

- If the child is in an open area, proximity includes anyone within 3 feet of the child.
- Remember to look around the child. For example, if a teacher/assistant is in a center area, code the teacher as in proximity to the children in that center, even if the teacher is not necessarily within an arm’s reach.
- Code children seated at desks as being in proximity to other children seated at desks within a 3-foot radius.
- If ALL children are seated at desks or tables and *could* form an unbroken chain by touching one another, code WG for Proximity; if the teacher/assistant is within an arm’s reach of the whole group, code WGT.
- If some children are seated while others are supposed to be moving about, code the children who share a table as being in proximity.
INTERACTION STATE

Interaction State examines with whom the child is engaged. It is not a code for proximity. Teachers and other adults are coded as part of the interaction. These codes are an adaptation of Parten’s 1932 scale, altered to reflect the types of interactions children have in a classroom setting.

NON-ACADEMIC (NA)
Child is engaged in a non-academic (non-learning-related) activity. Child is tying shoes, washing hands, cleaning, looking for materials. Child may be transitioning from one activity to another (clearly distinguish from wandering – child has to be purposely going some place, such as moving to a new center, lining up at the teacher’s instruction, coming to the rug for whole group, etc.). When this code is used, it triggers other set codes in the sequence that will be filled in automatically on the tablet. When NA is coded, code Type Task as Other (O), Involvement as Low (L), Materials as None (N), Focus as None (N). These are classroom routines appropriate for, and often required of, the child (e.g., standing in line to go outside) in contrast to being unoccupied. NA is also coded during meal times when the students are just eating (not engaged in social conversation or an academic behavior with their food). There are times when children must wait and have nothing to do (e.g., the teacher does not have materials ready, the teacher interrupts the activity to give a lengthy admonishment to the group or an individual about behavior). These are forced wait situations and are NOT to be confused with ordinary pauses in ongoing instructional interactions, such as, children waiting their turns, attending to other children’s responses, or holding materials but not actively engaging with them. NA should not be broadly interpreted to include these kinds of wait times.

PARALLEL (P)
Child is working by him/herself but with materials that are like those that other children are using; children do not interact with each other about the task. For example, a child working independently on a worksheet or task that others in the room also are working on is coded P, as is a child in Whole Group/Passive Instruction. Children are not co-creating a product. Be sure to scan children nearby to see if anyone has similar material to the child (e.g., puzzles) and code P if they do. During whole group, choral responding is a parallel activity – ask yourself if the activity would change if a portion of the group was removed. If children are not affecting each other, code P.

ASSOCIATIVE (AS)
When children (with or without the teacher) are interacting in the context of an activity or task that does not have predetermined rules, as in a game, code the interaction state as AS. Building a tower together, sharing a book with other children, assisting a peer with a task, pretending with each other in dramatic play, co-constructing an idea in whole group (e.g., brainstorming on how a postman could carry letters, during which everyone can talk) are all examples of associative behavior. Children can be in an associative activity with adults as well as children.
COOPERATIVE (C)
Group identity, rules, and organization characterize cooperative interaction. Children’s formal games, competition aimed at winning something, and groups formed by the teacher for doing things together in sequence with a clear goal are examples. In general, in this state, children are following predetermined rules and those rules govern the steps or sequence of a child’s behavior. For dramatic play to be coded C, children must have specific roles and a *script* (predetermined sequences). Predetermined sequences can be role-appropriate interactions that students have practiced, as in *Tools*. It may require observing a second or two longer to determine if there is a predictable sequence to the interaction. Cooperative CANNOT be paired with Non Sequential under Type Task. If the task is Non Sequential, change the C code to whatever is appropriate.

ALONE (AL)
Child is working alone in an activity that is unique from the activities of all others in the classroom. *Alone* refers to the interaction state of the child — not the proximity of other people. Thus, a child who is in the same location as others but clearly engaged in a unique activity is coded AL for Interaction. In whole group, a target child is coded as AL when the child acts as teacher during morning circle or demonstrates the solution of a math problem in front of the class.

ONLOOKER (O)
Child is observing other children or a teacher doing an academic (learning) activity that is not part of the target child’s activity. An onlooker may ask other children questions or watch the teacher instruct another child, but does not participate directly in activities with them. The child’s active interest in other children’s behaviors and actions distinguishes being an onlooker from being unoccupied. The activity being observed must be a learning activity. For example, a child waiting for a turn in a group activity is NOT coded as Onlooker; and a child attending to a teacher disciplining another child is NOT coded as Onlooker. When O is coded as the interaction state, it triggers a sequence of codes: Type Task is coded as None (N), the observer makes an independent decision about the Involvement and Materials codes, and Focus is coded as None (N).

SOCIAL (SOC)
*Social* is coded when there does not appear to be a learning topic but the child is interacting with one or more children and/or a teacher or adult with no evidence of pretend play and, typically, no visible objects. Hugging or other physical signs of affection are coded SOC. This state is reserved for interactions among classroom members that are not about learning activities. Children talking to each other about what they saw on television is coded as SOC. When the teacher talks informally to children about their families or their plans for Halloween or Valentine’s Day, this is Social. Social is coded only when it is appropriate to have social interaction (centers, lunch, or transition); if children are supposed to be attending, for example in whole group, but are talking instead, the code would be Unoccupied. Social is used relatively rarely. However, if children are waiting on the rug for an activity to begin and talking with each other, code SOC.

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UNOCCUPIED (U)
The child is not attending to any particular learning-related activity around him/her. He or she may stand in one spot, look around the room, perform random movements that do not seem to have a goal, or sit in whole group giving clear indications of not attending to the ongoing activity. A child in WG or SG or other learning context is coded Unoccupied if he or she has been distracted by and is watching a non-learning activity outside the group. Be careful not to code brief inattention or glances away as U; it is best to always count again to three before coding Unoccupied. Coding U triggers a sequence of set codes: Type Task is coded as None (N), Disruptive (D), or Disruptive (Dx), Involvement as Low (L), Materials as None (N) and Focus as None (N).

TIME OUT (TO)
Children can be isolated from the group in variations of time out. Some teachers have a time out chair. Some have the children stand or sit away from the group wherever the teacher tells them to be. Others may send the child to a closet or out of the room. (If you see a child not participating and isolated from the main activity, check carefully to see if the child is in time out; teachers sometimes do this so quietly, it can be hard to tell.) Time Out is a code that triggers a set sequence of codes: code TO for Interaction and Type Task, Low (L) for Involvement, and None (N) for Materials and Focus. If a child is removed from the classroom for a time out (behavior is the clear reason for removal) code the sweeps when the child is out of the classroom as Verbal N, To Whom NT, (Schedule), Interaction TO, Type Task TO, Involvement Low (L), Materials and Focus None (N).

Coding Notes:
- If two children are sitting at the same table quietly doing separate math games or drawing, etc. but not interacting with each other to create a shared product, code Parallel (P). If one child stops his or her game to assist the other child in that child’s game, the state would change to Associative (AS). If the two children begin working together and taking formal turns with something like a math game, the state would change to Cooperative (C).
- In whole group interaction, Associative (AS) is the code to use for discussions in which children are expected to be both listening to the teacher and contributing. In contrast, if the whole group activity is structured so that the children are responding in a set order (taking turns around the circle to answer a question), the target child is Alone while the others -- if they are listening -- are coded as Parallel (P), or if they have specific roles (e.g., acting out a story), Cooperative (C).
- If children are listening to school announcements and doing nothing else, code as Verbal N and Interaction NA. If the children are allowed to continue activities during announcements, continue to code what the children are doing.
TYPE of TASK

This category captures the task demands of the learning material with which the child is engaged, as well as the type of learning engagement the child is displaying. Code independently of subject matter focus or materials. The emphasis is on what the child is attending to and intellectually engaged with.

PASSIVE INSTRUCTION (PI)
Child is the recipient of instruction rather than an active participant. That is, the primary task of the child is to listen to the teacher or to another child. Typically, the child is not actively engaged and will not be actively engaged with materials. Use this code when the teacher reads aloud without engaging the children, when children watch calendar and weather routines during morning group, and when the teacher instructs children on a concept or how to do the next activity. If the teacher has posed a question with a known answer, and the child you are coding has his or her hand raised, code PI. If the teacher is teaching children how to do something during a small group and the child has material but is supposed to listen first, code PI. Code PI if student is watching an academic video/TV show.

NON-SEQUENTIAL (NS)
Child is involved with an activity or materials but not following a predetermined set of steps. An observer would have a difficult time predicting what comes next, and the activity itself is open-ended. The child may be doodling on paper or browsing through the books prior to picking one to read in the classroom library. In whole group discussions, webbing and brainstorming are coded (Associative) Non-Sequential. If children can call out what they think of in a choral response and can say anything, code it NS. If they are supposed to give a correct answer (e.g., the letter M) code SQ.

SEQUENTIAL (SQ)
Child is involved with activities or materials that involve a sequence of steps. Sequential activities may include activities without objects if there are turns and organization to the activity. Children who are reading to themselves (either actually reading or looking carefully at the pictures), conducting a science experiment, working a puzzle, writing a story, creating a recognizable drawing, or using math manipulatives in a sequenced manner are coded Sequential. If the teacher reads a story and interactively engages children throughout, code Sequential.

FANTASY/DRAMA (F/D)
Fantasy/drama includes sequenced and predictable make believe and pretend play enacting familiar stories or plays or role activities. The children have defined roles and are acting out the roles with role speech while engaged in play. Observer can clearly see roles and scenarios being enacted by the two or more children. When children are in a dramatic play area, do not automatically code their activity as Fantasy; children may be engaged in non-sequential or sequential activities.

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NONE (N)
Child is not directly engaged in an activity or with materials and is not engaged in social talk. By definition, the Interaction State is either Onlooker (O) or Unoccupied (U). Type Task is always None (N) for Onlooker, and is None (N), for Disruptive (D), or DisruptiveX (Dx) and Unoccupied.

OTHER (O)
Classroom tasks expected of children are coded Other when the focus is not on learning. Waiting for the teacher to check materials or provide assistance, lining up at the door, taking a bathroom break, washing hands, and putting napkins out for snack would all be coded as Other. When Interaction State is Non-Academic (NA), Type Task is Other (O).

SOCIAL (SOC)
Social interaction with other children or adults that, typically, does not include objects (see extended definition under Interaction State). When Interaction State is Social (SOC), Type Task is also Social (SOC).

DISRUPTIVE (D)
Any behavior that draws other people off task is coded as Disruptive. This includes aggressive behavior (physical or verbal), inappropriate use of materials, and inappropriate actions toward other children. (Code Unoccupied (U) for Interaction State.) Knocking over someone’s blocks or taking away materials during clean up time would be coded as Disruptive. A child who pulls another off task is coded as Unoccupied-Disruptive; the child who was pulled off task is coded as Unoccupied-None. If the child is being disciplined by the teacher, code Disruptive for the child even though you did not see the misbehavior (or might not have thought the behavior warrants disciplining). (In those cases, code Dx.)

DISRUPTIVEX (Dx)
A child is being disciplined for no apparent reason or the wrong child is being disciplined for an altercation.

TIME OUT (TO)
If the child is in time out, code TO for Interaction and Type Task, Low (L) for Involvement, and None (N) for Material.

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IN VolvEMEnt In LEARNING

Involvement captures how focused and engaged the child is in whatever learning-related activity he or she is doing. This is the only code that is a rating scale rather than an event sample. Utilize the entire scale when rating involvement. During the 3-second interval, check involvement level immediately after checking to see whether the child is talking or listening and to whom. Track Involvement codes as you conduct sweeps. Involvement is usually normally distributed. In only very unusual classrooms would Medium not be the most frequent code. Ratings should be distributed on either side of Medium with the fewest at High and Low. Classrooms certainly differ on how engaging they are and ratings should be valid reflections of overall class engagement.

HIGH (H)
Child is intensely focused on the activity and displays genuine involvement in learning. It would be hard to distract him or her. Seems oblivious to noise and the behaviors of the other children. Child appears to be concentrating and seriously pursuing the activity.

MEDIUM HIGH (MH)  Between Medium and High.

MEDIUM (M)
Child pays ordinary attention to the activity. Child may look up now and then to see what others are doing, but then returns to the activity. Seems interested in the activity but could also easily give up that activity for another.

MEDIUM LOW (ML)  Between Medium and Low.

LOW (L)
Child clearly not interested in the activity. Low is reserved for a child who is truly off task, not attending at all, or disruptive. Child may sit with materials, but stare off into space or thoughtlessly look at what other children are doing (different from onlooking). If sitting with materials, it may appear as if child is doing so only because someone has directed him/her to be there. Whenever Interaction State is coded Non-Academic (NA), Unoccupied (U), Social (SOC), or Time Out (TO), Low (L) will automatically fill in for Involvement. Low Involvement can also be coded when the child is coded in other categories, such as Parallel (often Parallel and Passive Instruction). Unoccupied and Low is more disaffected and disengaged than Parallel-Passive Instruction and Low, distinguished by the child often physically turned away from the activity in Unoccupied but still oriented toward the ongoing activity when Low is coded with other Interaction codes.

Coding Notes:
- Code involvement as it is related to learning. A child deeply intent on drumming with a pencil is coded Low (L) for Involvement.
- If the child is even slightly involved in the activity, code Interaction and Type Task as you would if he/she were fully engaged. Code Involvement Low to High, accordingly. If the child is totally disengaged from the activity, code Unoccupied (U) for Interaction and Low (L) for Involvement.

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TV/Video: If the content of the program is academic or learning-related, then rate Involvement. If the content is not learning-related, then always code Involvement as Low (L).
INDICATORS FOR INVOLVEMENT LEVEL

HIGH (H)
- Multiple indicators of involvement (listed below under Medium High)
- Intense concentration on task
- Seems oblivious to noise and the behaviors of the other children

MEDIUM HIGH (MH)
- Eager expression
- Self talk during Alone task
- Volunteering response
- Positive affect
- Looking at material throughout entire count of 3
- Tension in body
- Leaning forward
- Persistence
- Talking about task

MEDIUM (M)
- On task
- Eye contact with teacher
- Participating
- May briefly look around but immediately comes back to task

MEDIUM LOW (ML)
- Looking at teacher and/or material inconsistently
- Flat affect
- Looking bored
- Visible attention going in and out
- Wiggling, tapping pencil, antsiness
- Lacking body tension, slouched
- Lack of persistence

LOW (L)
- Brief indication of attention
- Sitting quietly
- There in body but not in mind
- Fiddling with another child’s hair or clothing, picking at scab, etc.
- Eyes not focused on ongoing activity
- There are also set codes where Low must be coded: see Non-Academic, Transition, Social, Disruptive

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MATERIAL

This code is a classification of the material of the activity with which the child is engaged. It is NOT a code of the learning focus of the child. Material also captures the content of the lesson a teacher may be teaching when children do not have their own materials (e.g., teacher is reading a book, or the teacher and children are doing math finger plays).

MATH (M)

Math materials are defined as materials that were specifically designed to facilitate only the teaching and learning of math (number, comparing number, operations, shape, comparing shapes, composing shapes, spatial reasoning, measurement, patterning, classification). These materials are typically found in instructional material catalogs or are made by teachers to aid in math instruction.

- **Numbers**: counters, counting wands, counting jars, abacuses, unifix cubes, plastic/magnetic numbers, number stamps, any material that associates numeral to quantity (e.g., number cards and loose objects, peg number boards, counting cakes, two-part number match-up puzzles), calculators, fraction circles, number lines, hundreds boards, materials/worksheets that require quantity comparison (more/less), place value units, real or pretend money, calendars (considered math materials because they involve a sequence of numbers)
- **Shapes**: attribute blocks, geometric solids, magnetic shapes, foam shapes (not blocks), shape sorters, shape cards, tangrams, geoboards, shape stencils
- **Measurement** (including length, volume, weight, area, and time): balance scales, rulers, yardsticks, measuring cups, measuring tapes, calendars, clocks, sand timers, thermometers, inch cubes, materials used to compare sizes (e.g., nesting cups, sequenced graduated cylinders, stacking rings)
- **Patterning**: patterning materials such as pattern strips or tags, pattern blocks, and cutouts
- **Classification/Sorting**: collections for sorting and classification (e.g., keys, buttons, colored tiles)
- Some materials may be listed under one heading but used for other skills (e.g., inch cubes used for counting, patterning, or measurement).

LITERACY (L)

Materials related to reading/writing print, vocabulary, and comprehension or other materials made by teachers to aid in literacy instruction.

- **Reading**: books, sequencing cards that tell a story, magnetic alphabet letters, letter stamps, letter playdough cutters, floating foam letters, name-recognition materials (name tags, name cards), picture-recognition materials (e.g., pictures of the daily schedule)
- **Writing**: recording tools (e.g., pencils, markers, white board, letter and numeral stencils)
- **Other**: puppets (finger-size and larger), flannel boards
SCIENCE (SC)
Materials related to exploring physical science and nature or other materials made by teachers to aid in science instruction.
- magnifying glasses, microscopes, binoculars, nature collections (seashells, stones, leaves, etc.), transparent Plexiglas color paddles, mystery bags/feely boxes, seeds, plants, care of classroom pets, weather aprons, science photo cards (e.g., life cycle sequencing cards, science photo library), discovery bottles (filled with various liquids), magnets, sink/float materials, flashlights, prisms, mirrors, simple machines (levers, pulleys, gears, inclined planes, pendulums, rack & pinion gears, gear trains), plastic stretch/collapse tubes, stethoscopes (real), butterfly habitats, sand/water/beans/rice and all sensory materials (In the sand/water/sensory table are often multiple materials (e.g., measurers, trucks, figures). If the child is primarily playing with these materials, code them instead of Science.)
- Food is also considered to be a science material when used in a learning context (e.g., counting or talking about food groups), including during mealtimes if the teacher/assistant begins to use the food to teach a science lesson.

SOCIAL STUDIES (SS)
Materials related to understanding people, emotions, community helpers, globes, and maps. Often, SS Material and Focus are coded the same because the discussions do not involve artifacts.
- Includes discussions about empathy, honesty and other character content, including discussions of how to behave in class and why (e.g., why it is a good thing not to hit your neighbor).
- Does NOT include a reminder of classroom rules unless there is a discussion of the reasons for the rules.
- Circle time conversations that involve sharing personal information
- However, if children are hearing a book read to them about community helpers, code L for Material (but SS for learning Focus). If teachers are discussing the roles of various characters (e.g., cashiers, waiters, doctors) prior to make believe play, code SS. However, if teachers are demonstrating and modeling how to act like one of the roles, code D for Material (but SS for learning Focus).
TOYS & GAMES (T)
Materials that are toys or related to play or fine motor activity.
- **Games**: all commercial games, including board games, card games, playing cards (52 card deck) (code teacher-made games according to instructional content)
- **Puzzles**: all puzzles, including self-correcting, floor puzzles, etc.
- **Blocks**: unit blocks, LEGOS, hollow blocks, Lincoln Logs, building manipulatives of all types
- **Nonstandard Measuring**: includes nonstandard measurement tools such as string, Popsicle sticks, shoes, and materials for filling/dumping/pouring (e.g., cups, buckets, funnels at the sand/water table)
- **Fine Motor**: bead stringing, lacing, pegboards, clothespins, locks and keys, sewing, lockboxes, stickers
- **Other**: woodworking, pretend animals, people, road signs, vehicles, Mr. Potato Head, etc.

ART (A)
Materials related to the arts.
- **Visual Art**: crayons, chalk, paint brushes, playdough, clay, scissors, collage materials, easel painting, hole punches, tape, glue, pipe cleaners, wire, discussion/admiration of art posters (does not include recording tools, such as pencils and markers, which are coded L)

MUSIC/MOVEMENT (M/M)
- **Music**: singing, musical instruments (sticks, sand blocks, drums, cymbals, tambourines, maracas, tone blocks), dance props (streamers, scarves), music tapes/CDs, dancing to music
- **Fingerplays to Music**: *Tools of the Mind* Freeze Games and partner fingerplays
- **Gross Motor**: walking cans, balance boards, balance beams, beanbag toss, yoga, “shaking the wiggles out”, “going on a bear hunt” (with no music), any materials/activities relating to large muscle movement and control in the classroom, hallway, or gym (outside time is not coded)

DRAMATIC (D)
Materials relating to pretend (fantasy) play.
- **Clothes**: hats, play phones, baby dolls, action figures, figurines, fake food, fake utensils, doll houses, dress-up clothes, pretend stoves/refrigerators, cash registers, costumes (When items such as blocks are used as symbolic play materials, code the materials as *Toy*; capture the dramatic play under learning Focus.)

COMPUTER (C)
Activities conducted on computers, SMART Boards/Tables, or iPads are coded C.

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WORKSHEET (W)
A worksheet is any prepared piece of paper that includes instructions about what to do. It includes cut and paste worksheets as well as coloring book pages.

TV/VIDEO (TV)
Includes any inanimate source of sound, including PA systems, televisions, CD players, audio tapes or CDs in the listening center (If the teacher has other materials, such as a book, code that as the material, even if also accompanied by music or a story from a CD player.)

NONE (N)
No activity with academic/learning-related materials.
- Non-academic activity (washing hands, cleaning up, transition without an instructional focus)
- Unoccupied in learning or in time out
- Social conversation
- Roughhousing or other disruptive behavior

CAN'T CODE (CC)
If an observer encounters materials/content that he/she does not know how to classify, code CC and write down a detailed description in note section for later decision making. Questions regarding codes should be resolved immediately upon return from the field.

Coding Notes:
- If the child is not actively manipulating materials in the activity but the activity is ongoing, continue to code the activity. For example, if the child is showing a book to the teacher, code L; if the child is talking to another child about a building project, code Toy (T); if the child is waiting his/her turn in a shape bingo game, code Toy (T). However, if the child is clearly disengaged, staring into space, or not attending to the activity (coded Unoccupied (U) under Interaction State), code None (N) for Material (i.e., if Interaction and Type Task have been coded as something other than Unoccupied, code Material).
- If a child is coded Onlooker (O) for Interaction, code the material to which the child is attending.
- Materials are materials and always coded the same – multiple learning foci may be seen with the same materials. These foci do not change the Material code.
- If more than one material is being used, code the most essential material. Materials are the mechanism for delivering the learning focus. With multiple materials, decide the primary mechanism delivering the learning.
- In cases without tangible materials, Material and Focus are coded the same.
FOCUS

These capture the learning content of the child’s activity. Materials can be used to learn many different things. In this coding category, capture the intent or content focus of the learning regardless of the materials being used. Materials and Focus are independent of each other. Just because a child has material of a certain type does not mean that he or she will be using it a certain way. Focus captures the content of the material and what the child is doing with the material. For example, if a child has a book (coded as a Literacy material), but is counting the number of pages, or the book is about numerals, then the Focus code would be Math. In another example, if a child has dinosaur counters (coded as Math materials), but is enacting a play fight, Focus should be coded as Other, not Math.

Learning focus also can occur without materials, as when the teacher initiates a discussion of the reasons people feel the way they do (emotions), or if the teacher is leading a discussion about a book read the day before. In cases without tangible materials, Material and Focus are coded the same.

LANGUAGE ARTS (LA) (Code-Based)

Code LA if the learning focus is on learning letter sounds and names and/or writing and spelling.
  - recognizing alphabet
  - practicing letter sounds
  - writing single letters, not words or connected text
  - spelling
  - naming numerals without reference to their quantitative characteristics
  - naming shapes with no discussion of definitional aspects of the shape

READING (R)

Code R if the focus is on connected text with meaning.
  - book handling or browsing through a book or magazine
  - storytelling
  - reading silently or pretend reading
  - reading aloud to oneself or others
  - listening to recorded story with book
  - listening to story read by the teacher
LITERACY (L)
Code L if the focus is literacy-related (i.e., LA and R occurring together).
- scribbling (invented writing) or tracing
- dictating or writing text with meaning
- illustrating a self-created book
- writing using invented writing forms
- name writing or recognizing the names of other children in the class
- writing related to thematic play (e.g., Play Planning in Tools of the Mind)
- conversations and communication for the purpose of language development (e.g., Share the News in Tools of the Mind)

MATH (M)
Code M if the focus is math-related (number, comparing number, operations, shape, comparing shapes, composing shapes, spatial reasoning, measurement, patterning, classification).
- identifying numbers and quantity
- writing or tracing numbers (but only when accompanied by an understanding of quantity associated with the number)
- sequencing numbers
- adding and subtracting
- drawing or tracing shapes

SCIENCE (SC)
Code SC if the focus is science-related (related to exploring physical science and nature).
- color mixing with colored water or paint
- talking about or exploring senses

SOCIAL STUDIES (SS)
Code SS if the focus is social studies (related to understanding people, history, character, social/behavioral skills and emotions).
- discussions about empathy, honesty and other character content, including discussions of how to behave in class and why (e.g., why it is a good thing not to hit your neighbor)
- circle time conversations that involve sharing personal information
- Pledge of Allegiance or School Pledge

DRAMA (D)
Code D if the focus is drama related.
- roles are being enacted
- scenarios are being developed
- play revolves around a specific theme
- Merely having dramatic materials does not make the learning focus Drama – children must be pretending with the materials for the focus to be coded Drama.

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OTHER (O)
Code O if the focus is on anything other than language arts, reading, literacy, math, science, social studies, or drama. Typically, the Other code involves playing with toys (building with blocks, puzzles, matching, etc.) or doing an art or music activity.

NONE (N)
Code N if Material code is None.

Coding Notes:
- When children are watching a video/TV, Focus is coded according to the content if it is an educational program and coded O if it does not have a learning focus.
tools of the mind curriculum activities likely to occur
(Observers are NOT coding whether Tools activities occur)

Make Believe Play Planning
Children are drawing/writing play plans for what they intend to do in centers. Children tell teacher what they plan to do, draw a picture of themselves doing the activity, and if able, write their plan. The teacher scaffolds and assists children in making their play plan.

Make Believe Play
Children play in theme-based centers taking on roles and acting out scenarios based on the theme of each center. Theme can be family, restaurants, hospitals, community business, etc.

Make Believe Play Practice
Teacher role plays with children and props, modeling different roles and scenarios that children can enact in themed based centers. The teacher encourages the children to join in and create scenarios for different roles.

Graphics Practice
Each child has an individual white board and dry erase marker. The teacher tells a story and describes a figure for the children to draw on their board. Children practice their figure as the teacher starts and stops music to regulate the children’s starting and stopping drawing. Figures include dots, raindrops, lines, trees, cookies, ice cream, cookies, etc. Figures continue to advance to letter formation toward the end of the school year.

Story Lab
The teacher introduces a concept about what children should be thinking about or observing as the teacher reads a book. The teacher then reads the story and either reads the story all the way through or stops and asks questions about the story. The following is a brief description of each Story Lab:

- Active Listening- Teacher reads book without stopping and children discuss at least one of the following: What I liked, my favorite part, what was interesting.
- Connections- Teacher stops and compares text to text, text to world, and/or text to me during the reading.
- Visualization- Teacher discusses how to see pictures in our mind to be part of the story during reading.
- Learning Facts- Teacher reads a non-fiction book, discusses what was interesting, and children write or draw about it.
- Story Extensions- Teacher uses a predictable, short book with a stem and children write end to stem.
- Story Grammar- Teachers reads a book with beginning, middle, and end without stopping. Teacher discusses order and what happens in story, and a puppet makes mistakes about story.
- Predictions and Inferences- During reading teacher and children predict/discuss what happens next and what characters might do next.

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Buddy Reading
Teacher pairs children and each child in the pair selects a book to read to the other child. Children take turns reading to each other. Children switch roles halfway through reading time. (At the beginning of the year children might be given Lips and Ears to remember who listens and who reads).

Pretend Transitions
Teacher introduces a gesture and private speech for children to perform while moving from one activity to another (transition). For the activity to be a pretend transition the teacher must define the gesture, use private speech while acting it out, and reinforce the gesture and private speech to keep the transition going.

Other
Other activities that are *Tools of the Mind* activities but not one of the above. These can include Mystery Question, Timeline Calendar, Message of the Day, Science Eyes, I Have Who Has Games, to name a few.
COP Coding for Specific Tools Curriculum Situations

Share the News and Tell Your Neighbor during Story Labs
Material: Literacy
Focus: Literacy (since we cannot know if the children are actually talking about the topic assigned)
** Soc/Soc is coded only for conversations outside the context of instruction

Play Planning – Color Wheel
Interaction/Type Task: NA-O if the child is only choosing a center (picking a clothes pin) or waiting and doing nothing except waiting for a turn

P-PI if the child is watching another child choose

Teacher and student discussing what role the child will take in the center
Material: Literacy
Focus: Drama
   Social Studies if teacher is talking about the role in general (e.g., what cashiers do, generally)

Child drawing a picture on his or her play plan
Material: Literacy
Focus: Literacy

Graphics Practice
Material: Literacy
Focus: Other unless it is one of three clear content areas – letters, shapes, or numbers

Mystery Question
Material: Literacy if the question is in text form
   Math if there are only shapes and patterns visible
Focus: Varies with question topic (e.g., patterns – Math; color – Science)

Weather Graphing
Material: Math
Focus: Math
   Science if discussion turns to seasons or weather properties

Reviewing Schedule for the Day
Material: Literacy
Focus: Social Studies
   Math if focus changes to sequencing
COP Manual
Adapted for evaluation of the *Tools of the Mind* curriculum
Farran, D.
Peabody Research Institute

Message of the Day
Material: *Literacy*
Focus: *Literacy* if focusing on lines or message

*Literature Arts* if pointing out the letters

I Have Who Has Game
Interaction/Type Task: *Cooperative-Sequential* for game playing
Material: Varies with card content (colors – *Science*; numbers – *Math*; children’s names – *Literacy*)
Focus: Same as Material

Play Practice
Material: *Drama*
Focus: *Social Studies*

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SET CODE RELATIONSHIPS

These have been programmed into the tablets. Every set code will fill in automatically. Observers only code where there are choices.

<table>
<thead>
<tr>
<th>INTERACTION</th>
<th>TYPE TASK</th>
<th>TASK INVOLVEMENT</th>
<th>MATERIALS</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Academic</td>
<td>Other</td>
<td>Low</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>NA</td>
<td>O</td>
<td>L</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Unoccupied</td>
<td>None</td>
<td>Low</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>U</td>
<td>N</td>
<td>L</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>OR</td>
<td>Disruptive</td>
<td>Low</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Unoccupied</td>
<td>D or DX</td>
<td>L</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Unoccupied</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onlooker</td>
<td>None</td>
<td>Case Specific</td>
<td>Case Specific</td>
<td>None</td>
</tr>
<tr>
<td>O</td>
<td>N</td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Social</td>
<td>Social</td>
<td>Low</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>SOC</td>
<td>SOC</td>
<td>L</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Time Out</td>
<td>Time Out</td>
<td>Low</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>TO</td>
<td>TO</td>
<td>L</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

Permission from author must be requested to use measure. For research purposes only.
<table>
<thead>
<tr>
<th>Interaction Type Task</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Parallel Sequential** | - Child reads a book, writes words, completes a math worksheet, or draws a picture (while others in room are engaged in same/similar task)  
- With peers, student choral reads from text or recites memorized letter names or sounds when teacher displays a flash card  
- Student participates in teacher-directed Q&A when widespread response to teacher questions is expected (raised hands or choral responding), even if teacher asks low-level, known-answer questions  
- Children are singing a song together in whole group |
| **Parallel Passive Instruction** | - The task for most children is to listen to the teacher and/or another child  
- Teacher provides a definition of a noun and then gives several examples  
- Teacher reads a text (WGT or SGT) without involving students or asks a few closed-ended/known-answer questions to a few students  
- The class watches a video connected to the unit content  
- A child is watching/listening but not singing with everyone in a whole group |
| **Parallel Non-Sequential** | - Many children sit together, flipping through pages of their books, but the lesson has not begun and children do not appear to be reading the story  
- Two children browse through the books in the classroom library, without having chosen a particular book  
- Children call out together random answers to non-inferential questions in whole group instruction  
- A child is at the same table as other children and has the same materials as the other children but is watching the other children do the activity |
| **Associative Sequential** | - Children work together to assemble a jigsaw puzzle  
- Teacher reads a story (WGT or SGT) and interacts with students throughout, asking open-ended questions that build shared understandings  
- Students (with or without teacher) work together to complete a story map that identifies the beginning/middle/end of the story  
- Children paired to create a single product  
- Children take turns adding to or developing the song in a whole group (e.g., Old MacDonald Had a Farm, when randomly, children are asked for the next animal) |
COP Manual
Adapted for evaluation of the *Tools of the Mind* curriculum
Farran, D.
Peabody Research Institute

**Associative Non-Sequential**
- Teacher and students engage in inferential brainstorming in which the main goal (of the teacher) is to elicit students' background knowledge, for instance, when introducing a study of Africa, teacher invites students to share random ideas/understandings of Africa (teacher and students working together)
- Children work together to fold a sheet that is being used as a costume for a performance, but with no plan for folding, and with no real success

**Cooperative Sequential**
- Children take turns when playing a board game
- Children are playing Simon Says
- Children have individual Bingo cards and are playing Bingo

**Cooperative Fantasy/Drama**
- Children enact a scripted play
- Children are engaged in the dramatic play center and have definite roles
- They act out a story or engage in high level pretend play in which each participant is interacting with the others in their role
### SCENARIOS

**Whole Group INTERACTION / TYPE TASK**

1. The teacher invites contributions from the whole group as she writes out the morning message. She elicits guesses about the words she is writing and then has the group read the message together.

<table>
<thead>
<tr>
<th>Parallel Sequential</th>
<th>Parallel Passive Instruction</th>
<th>Unoccupied None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child helps construct and read the message with the group.</td>
<td>A child sits and listens letting other children respond.</td>
<td>The child is not paying attention, playing with shoe or daydreaming.</td>
</tr>
<tr>
<td><strong>Unoccupied Disruptive</strong></td>
<td>The child is causing distraction to another child by pulling them off task.</td>
<td></td>
</tr>
</tbody>
</table>

2. Children are in a whole group and the teacher is showing them a stack of cards with a picture and a letter or letter blends. The children say the letters and sounds in unison, and then go to the next card in the same order.

<table>
<thead>
<tr>
<th>Parallel Sequential</th>
<th>Parallel Passive Instruction</th>
<th>Unoccupied None</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child knows the correct answer and the next card and order is the same. The child performs the task from memory.</td>
<td>A child sits and listens letting other children respond.</td>
<td>The child is not paying attention, playing with shoe or daydreaming.</td>
</tr>
<tr>
<td><strong>Unoccupied Disruptive</strong></td>
<td>The child is causing distraction to another child by pulling them off task.</td>
<td></td>
</tr>
</tbody>
</table>

3. The class is doing a worksheet. The child is supposed to write his or her name and trace letters.

<table>
<thead>
<tr>
<th>Parallel Sequential</th>
<th>Parallel Non-Sequential</th>
<th>Unoccupied None</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child is writing letters in his or her name.</td>
<td>The child is looking at the materials and has his or her hand on the pencil, but is not doing the worksheet.</td>
<td>The child is sitting in chair and staring at the ceiling.</td>
</tr>
<tr>
<td><strong>Non Academic Other</strong></td>
<td>The teacher has not passed a worksheet out to the child and the child is waiting.</td>
<td></td>
</tr>
</tbody>
</table>

4. A teacher is reading a book to the whole group.

<table>
<thead>
<tr>
<th>Parallel Passive Instruction</th>
<th>Associative Sequential</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher just reads the story without any questions or interaction and the child appears to be listening.</td>
<td>The teacher reads the story and interactively engages the children while reading through questioning and discussion and the child is</td>
</tr>
</tbody>
</table>

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Small Group, Centers, Individual Child INTERACTION / TYPE TASK

1. In small group the teacher gives each child a sequence board and cards to be sequenced to tell a story. Then she goes to each child to work individually to determine if the child correctly sequenced the story.

   **Associative Sequential**
   A child was individually interacting with the teacher about the order of the story.

   **Parallel Sequential**
   A child is working on the story sequence alone.

   **Parallel Passive Instruction**
   A child watches the interaction between another child and the teacher with his or her own storyboard in front.

2. The teacher is getting the class ready for an activity and the target child is pulling a stick for inappropriate behavior that happened on the way back from another activity. The assistant is discussing the behavior with the child.

   **Unoccupied Disruptive**
   The child is being corrected for a disruptive behavior. Even if the observer did not see the behavior the code U-D is used.

3. Two children are in the block center. The children are talking about a cartoon they saw last night. They are not playing with the blocks.

   **Social Social**
   This is only social if the conversation is not about the materials.

   **Parallel Non-Sequential**
   If the children are playing with the blocks and still talking about the cartoon last night. Their involvement would be lower because they are not attending to the material.

4. The teacher calls for clean up at center time. Some children keep playing others start picking up their toys by working together and placing objects back in their assigned locations.

   **Non-Academic Other**
   Children who are cleaning up from center time are no longer involved in a learning activity.

   **Code Interaction/Task**
   Children who continue to play are code as still involved in the task.
# Computer INTERACTION / TYPE TASK

1. Children have the opportunity to play on the computer during center time.

<table>
<thead>
<tr>
<th>Type Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parallel Non-Sequential</strong></td>
<td>Two children are playing the same activities on two separate computers, moving the mouse around randomly clicking.</td>
</tr>
<tr>
<td><strong>Parallel Sequential</strong></td>
<td>Two children are playing the same activity on two separate computers; the game has set procedures that need to be followed to complete the activity.</td>
</tr>
<tr>
<td><strong>Associative Non-Sequential</strong></td>
<td>Two children are playing on the same computer; the activity has no set rules and involves random movements.</td>
</tr>
<tr>
<td><strong>Non-Academic Other</strong></td>
<td>The child is sitting in front of a broken computer with an error message.</td>
</tr>
<tr>
<td><strong>Cooperative Sequential</strong></td>
<td>Two children are playing together on the same computer; they are playing a game, taking turns and following rules.</td>
</tr>
<tr>
<td><strong>Alone Sequential</strong></td>
<td>A child is playing a game with rules alone.</td>
</tr>
</tbody>
</table>
## MATERIAL / FOCUS

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Material</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children are taking multi-colored goldfish sorting them and</td>
<td>Science</td>
<td>Math</td>
</tr>
<tr>
<td>arranging them on a graph. They counted the fish and talked about</td>
<td>(food)</td>
<td></td>
</tr>
<tr>
<td>most and least.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children are working in a small group at a table labeled art. The</td>
<td>Art</td>
<td>Language Arts</td>
</tr>
<tr>
<td>children are attaching a head, and a body of a moose to a paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bag for a puppet. The children are gluing the moose as the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assistant is saying the moose starts with the sound M mmm. The</td>
<td></td>
<td></td>
</tr>
<tr>
<td>target child is gluing and saying “mmmm says M” to the assistant.</td>
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<tr>
<td>In a whole group big book reading, the teacher points and talks</td>
<td>Literacy</td>
<td>Math</td>
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<tr>
<td>about objects on the page. The pictures are of different street</td>
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<tr>
<td>signs. The teacher points to a yield sign and describes it as a</td>
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<tr>
<td>triangle, and repeats the process with other signs.</td>
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<tr>
<td>In a whole group big book reading, the teacher points and talks</td>
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<td>Literacy</td>
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<tr>
<td>about objects on the page. The objects are a variety of pictures.</td>
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<tr>
<td>The teacher is just pointing and naming the objects.</td>
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<tr>
<td>A teacher sets up a dinosaur shop in her dramatic play area, with a</td>
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<tr>
<td>cash register. The children are counting, buying and selling</td>
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<td>dinosaurs.</td>
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<tr>
<td>A child is intentionally flipping through a book without words as if</td>
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<td>reading the story.</td>
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<td>Songs.</td>
<td>Music/</td>
<td>What is the song</td>
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<td></td>
<td>Movement</td>
<td>about?</td>
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<tr>
<td>Two children are playing in center time. One child is acting like a</td>
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<td>dog and chasing the other child.</td>
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<tr>
<td>A game of follow the leader.</td>
<td>Music/</td>
<td>Other</td>
</tr>
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<td></td>
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<tr>
<td>A child is using a wand to count children in the class.</td>
<td>Math</td>
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<tr>
<td>A child is doing a worksheet about letters. He is coloring the letter</td>
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<td>K’s.</td>
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<tr>
<td>A child is putting numerals in order (a number line).</td>
<td>Math</td>
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<tr>
<td>A child is cutting out numerals.</td>
<td>Art</td>
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</tr>
<tr>
<td>A child is calling out or recognizing numerals off of flash cards.</td>
<td>Literacy</td>
<td>Language Arts</td>
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</table>

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COP Manual
Adapted for evaluation of the *Tools of the Mind* curriculum
Farran, D.
Peabody Research Institute

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COP coding sheet as it appears on tablet. Drop down menus have code letters.

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