

appendix IV

Emotional Dependency Behavior: Time Sample Procedure

Observer's Name _____

Observation Setting (Home, day-care center, etc.) _____

Date _____ Time _____ Activity _____

Brief Description of Setting/Situation _____

Recording Intervals	1	2	3	4	5	6	Child
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Behavior Signs

Proximity-Seeking

- FT Follows Teacher
- FC Follows Child
- CT Cries when Teacher
leaves area
- RS Resists Strangers
- CT Clings to Teacher

Positive Attention-Seeking

- AT Seeks approval from
teacher for specific
acts done, work
accomplished

Recording Intervals

- AC Seeks approval from
child, for acts done,
work accomplished
- CT Seeks general acknowl-
edgement from teacher—
no specific focus of
efforts
- CC Seeks general acknowl-
edgement from child—
no specific focus of
efforts

Negative Attention-Seeking

- WA Whines for attention
- CA Cries for attention
- TT Temper tantrum for attention, or if does not get attention
- DC Disrupts group activities to get attention

Definitions of Behavior Signs and Procedure

Proximity-seeking consists of behaviors that (1) serve to keep the child physically close to the teacher or another child, or (2) indicate anxiety or displeasure at being apart from the teacher or other child. "Clings to teacher" (or child) involves actual physical contact, whereas "follows" indicates being close without actually touching. "Resists strangers" implies stranger anxiety and an accompanying desire on the part of the child to be near a familiar adult or child. Proximity is sought for its own sake and for the emotional security it provides the child.

Positive and negative attention-seeking are more specific in their focus, even though they usually require the child to be at least momentarily close to the adult or another child. "General acknowledgement" refers to attention-seeking that has no specific focus or intent; the child simply wants an adult or another child to know he is there or that he has done something. He does not demand actual approval for his accomplishment; and so a mere "I see" from the teacher may be sufficient. Approval-seeking demands a more specific kind of acknowledgement from the teacher or another child—"Yes, John, that's very good!" may be the response John wants to hear.

Negative attention-seeking behaviors are behaviors that adults (and sometimes children) usually define as unpleasant or unacceptable. Whining, crying, temper tantrums, and generally disruptive behaviors are usually considered negative. The child who displays such behaviors often does so for their attention-getting value; he will even risk punishment, if that is a form of attention he is willing to accept, or if it seems to him to be the only way he can get attention when he wants or feels he needs it. These behaviors can be viewed as attention-seeking if the child stops the behavior when he receives the attention.

Procedure Observe for 10 seconds and note whether the child is displaying any of the behaviors listed on the observation sheet. Record the behavior using the coding abbreviations; give yourself 20 seconds to make the recording. Then move on to the next child; stay in column "1" until all the children have been observed once. Repeat this process until you have a total of six (6) separate recordings for each child. If you observe 10 children, it will take you five minutes to complete the first round of observations.

Always record the most complex behavior displayed by the child. For example, if the child follows the teacher to get her approval of a drawing she has just completed, mark the incident as AT, since the proximity-seeking only served the primary purpose of getting approval of the drawing.