

Douglass-Psychology Child Study Center
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Guidelines for Researchers at the Douglass-Psychology Child Study Center

1. Please let us know your schedule for the project. Use the sign-up sheet on the Director's office door to reserve Room 5. This sheet also provides information about special events that may interfere with research. Talk to the teachers about the best times for taking children out of the classroom. A teacher or aide can help you check attendance so you know which children are absent on the day you are testing.
2. **Wear a name tag that identifies you as a researcher.** These are available on top of the "cubbies" across from the Director's office or from the Director.
3. Enlist a teacher or aide to help you identify children and to introduce you to individual children before you ask them to accompany you out of the classroom
4. **Each child MUST give assent to participate in your research project.** You can say, "I'm talking with most of the children in your class this week; are you ready to take your turn now?" or "I would like you to take a turn talking with me (or playing a game); can you come with me to Room 5?" The child must agree before leaving the classroom.
5. If a child is not willing to participate, you can ask again later, "I will check back later to see if you are ready." If a child refuses to participate after three requests, that child must not be asked again.
6. **Inform the classroom teacher each time you take a child from the classroom to a research room.** Inform the teacher when you will be returning (e.g., "in ten minutes"). This is essential information for the teacher, and it can also be reassuring to the child.
7. **You must sign children out of the classroom on the sheet provided on the Center Director's door.** There will also be a list of children who do not have permission to participate in research. Check that list to make sure you are not working with any children listed.
8. Try to keep interview or testing sessions brief – no longer than 20 minutes. Break longer testing sessions into two.
9. If a child becomes inattentive or asks about returning to the classroom during the interview or testing, you may encourage the child to finish, for example, "I have only two more questions I need you to answer" or "One more try, and then we will be done." If the child does not wish to continue, you must return to the classroom.
10. **If a child show any signs of distress at any time (e.g., looking frightened, looking embarrassed, crying) terminate the session immediately.** Try to comfort and reassure the child and return to the classroom. Inform the teacher if the child appeared distressed in any way so the teacher can provide comfort and reassurance.
11. **Never coerce or force a distressed child to continue to participate even if the child originally assented to participate.**