

OMB No.: 0970-0143

Expiration Date: 10/31/01

**E**arly  
**H**ead  
**S**tart

**CHILD ASSESSMENT  
AND  
VIDEOTAPE PROTOCOL  
(and administration of  
PEABODY PICTURE VOCABULARY TEST  
[ENGLISH & SPANISH])**

**CHILD RECORD BOOKLET  
(Public Use File Documentation)**

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MPR ID: |\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|

DATA COLLECTOR ID: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

DATE OF OBSERVATION: |\_\_\_\_|-|\_\_\_\_|-|\_\_\_\_|-|\_\_\_\_|-|\_\_\_\_|

Month Day Year

BnR\_dat (rounded)

BnR\_Mths (computed)

ROUND OF DATA COLLECTION:

- |             |    |
|-------------|----|
| 14 MO. .... | 01 |
| 24 MO. .... | 02 |
| 36 MO. .... | 03 |

Conducted for:  
Mathematica Policy Research, Inc.

P.O. Box 2393

Princeton, NJ 08543-2393

and

Administration on Children, Youth, and Families  
U.S. Department of Health and Human Services

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(see 2.14 for BnR1lang)  
 START TIME:   :  :   AM/PM      BnR1\_Beg  
 END TIME:   :  :   AM/PM      BnR1\_End  
 DATE:   /  /19    
 Month      Day      Year      BnR1\_Dur (computed)  
                BnR1 (rounded)  
                BnR1Mths (computed)

## 1. BAYLEY SCALE OF INFANT DEVELOPMENT (BSID)

### DISRUPTION RATINGS

Which of the following did you observe once the Bayley was underway?

1.1	No noise from television/radio/stereo	Moderate noise from television/radio/stereo	Loud noise from television/radio/stereo
BnR1_1	1	2	3
1.2	No background conversation	Audible, but not loud, background conversation	Loud background conversation
BnR1_2	1	2	3
1.3	No one entering/leaving the home	Someone entering/leaving the home once or twice	Someone entering/leaving the home 3 or more times
BnR1_3	1	2	3
1.4	No interruption by other child	1-2 interruptions by other child	3+ interruptions by other child
BnR1_4	1	2	3
1.5	No interruptions of the session by other adults	1-2 interruptions of the session by other adult(s)	3+ interruptions of the session by other adult(s)
BnR1_5	1	2	3

1.6 Other distractions or interruptions (Specify):

BnR1\_7 \_\_\_\_\_

- 00=none
- 02=phone calls
- 03=Bayley done elsewhere/not at home
- 04=problem with booster chair/unhappy w/booster
- 06=noise from appliances/AC/fan
- 07=animal disturbances
- 08=outside noises (lawn mower, traffic, etc.)
- 09=mother/parent interv at same time/same table
- 10=possible developmental disabilities
- 11=child was hungry/ dinner time
- 12=child was shy
- 13=mother held child
- 99=other

1.7 BE SURE TO COMPLETE SECTION 10 DOCUMENTING ANY DIFFICULTIES IN BAYLEY ADMINISTRATION.

Bayley Scales of Infant Development, Second Edition-Mental development index

Bayley, N. (1993). Bayley Scales of Infant Development, Second Edition, Manual. New York: The Psychological Corporation, Harcourt Brace & Company.

(Items administered depending on child's age and administration procedures. See scoring information in documentation of constructed variable BnP\_MDI. Besides the MDI, selected factor scores were computed at certain ages: 24-months: Language Factor Score and Visual/Spatial Factor Score; 36-months: Reasoning Score and Spatial Score. See additional information in constructed variables documentation.)

## 2. BAYLEY BEHAVIOR RATING SCALE ORIENTATION/ ENGAGEMENT AND EMOTIONAL REGULATION SCALES

COMPLETE THESE ITEMS ABOUT THE CHILD AS SOON AFTER COMPLETING THE BAYLEY AS POSSIBLE.

- BnR2\_1 2.1: Bayley BRS item # 5
- BnR2\_2 2.2: Bayley BRS item # 6
- BnR2\_3 2.3: Bayley BRS item # 8
- BnR2\_4 2.4: Bayley BRS item # 9
- BnR2\_5 2.5: Bayley BRS item # 10
- BnR2\_6 2.6: Bayley BRS item # 11
- BnR2\_7 2.7: Bayley BRS item # 13
- BnR2\_8 2.8: Bayley BRS item # 14
- BnR2\_9 2.9: Bayley BRS item # 15
- BnR2\_10 2.10: Bayley BRS item # 17
- BnR2\_11 2.11: Bayley BRS item # 20
- BnR2\_12 2.12: Bayley BRS item # 21
- BnR2\_13 2.13: Bayley BRS item # 30

(Item definitions omitted because copyright does not allow us to reproduce them. Each scored on a scale of 1 to 5.)

The Orientation/ Engagement scale includes items 2.1, 2.4, 2.6, 2.7, and 2.11, corresponding to Bayley Behavior Rating Scale items 5, 9, 11, 13, and 20. Note: 2.10 (Bayley item 17) was dropped. Bayley items 12, 16, and 19 were not administered.

The Emotional Regulation scale includes items 2.2, 2.3, 2.5, 2.8, 2.9, 2.12, and 2.13, corresponding to Bayley Behavior Rating Scale items 6, 8, 10, 14, 15, 21, and 30. Note: reverse code item 2.2 (Bayley item 6) so that 1=5, 2=4, 3=3, 4=2, and 5=1. Bayley items 18, 19, and 29 were not administered.

Bayley Behavior Rating Scale, Second Edition—Behavior rating scale  
Bayley, N. (1993). Bayley Scales of Infant Development, Second Edition, Manual. New York: The Psychological Corporation, Harcourt Brace & Company.

(following item not in early versions of CRB - affects 14-month & 24-month))

2.14 BAYLEY CONDUCTED IN:

- BnR1Lang
- ENGLISH ..... 01
  - SPANISH ..... 02
  - OTHER LANGUAGE (SPECIFY) ..... 99



START TIME: [  ] : [  ] : [  ] AM/PM	BnR3_Beg
END TIME: [  ] : [  ] : [  ] AM/PM	BnR3_End
	BnR3_Dur (computed)
DATE: [  ] / [  ] / 19 [  ] Month Day Year	BnR3 (rounded) BnR3Mths (computed)

### 3. VIDEO PROTOCOL

#### DISRUPTION RATINGS

Which of the following did you observe once the videotaped activities were underway?

3.1	No noise from television/radio/stereo	Moderate noise from television/radio/stereo	Loud noise from television/radio/stereo
BnR3_1	1	2	3
3.2	No background conversation	Audible, but not loud, background conversation	Loud background conversation
BnR3_2	1	2	3
3.3	No one entering/leaving the home	Someone entering/leaving the home once or twice	Someone entering/leaving the home 3 or more times
BnR3_3	1	2	3
3.4	No interruption by other child	1-2 interruptions by other child	3+ interruptions by other child
BnR3_4	1	2	3
3.5	No interruptions of the session by other adults	1-2 interruptions of the session by other adult(s)	3+ interruptions of the session by other adult(s)
BnR3_5	1	2	3

3.6 Approximate distance from mother to child during 14-month highchair activity.

B1R3\_7 \_\_\_\_\_ FEET

N/A ..... -4

3.7 Did the mother finish drawing the picture (14 months only)?

YES ..... 01

B1R3\_8 NO ..... 00

N/A ..... -4

Document any other interruptions or comments to help us understand the video.

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Video Coding Protocols:

Three-Bag Assessment (Semi-Structured Play)

National Institute of Child Health and Human Development (NICHD) Study of Early Child Care. "Procedures for Videotaping Mother-Child Interaction at 15 Months." Chapter 15.3 in The NICHD Study of Early Child Care and Youth Development, Phase I Manuals. 1992. Available at <http://secc.rti.org/manuals.cfm>.

Ware, Anne, Christy Brady-Smith, Claudia O'Brien, and Lisa Berlin. Child-Parent Interaction Rating Scales for the Three-Bag Assessment (14 months). Unpublished scales, National Center for Children and Families, Teachers College, Columbia University, 1998.

Brady-Smith, Christy, Claudia O'Brien, Lisa Berlin, and Anne Ware. Child-Parent Interaction Rating Scales for the Three-Bag Assessment (24 months). Unpublished scales, National Center for Children and Families, Teachers College, Columbia University, 1999.

Brady-Smith, Christy, Claudia O'Brien, Lisa Berlin, Anne Ware, and Rebecca C. Fauth. Child-Parent Interaction Rating Scales for the Three-Bag Assessment (36 months). Unpublished scales, National Center for Children and Families, Teachers College, Columbia University, 2000

High Chair (Frustration) Assessment (14-month)

Shaw, Daniel S., K. Keenan, and J.I. Vondra. "Developmental Precursors of Externalizing Behavior: Age 1 to 3." *Developmental Psychology*, vol. 30, no. 3 (1994), pp. 355-364.

McHale, Jean, Colleen O'Neal, So-Yun Lee, and Lisa Berlin. 14 Month Child-Parent Interaction Rating Scales for the High Chair Assessment. Unpublished scales, National Center for Children and Families, Teachers College, Columbia University, 1999.

Nursing Child Assessment Satellite Training (NCAST) Parent-Child Interaction Teaching Scale (24-month)

Barnard, Kathryn. NCAST Teaching Scale. Seattle, WA: University of Washington, School of Nursing, 1994.

Sumner, G. and A. Spiez. NCAST Caregiver / Parent-Child Interaction Teaching Manual. Seattle, WA: NCAST Publications, University of Washington, School of Nursing. Information available at <http://www.ncast.org/p-pci.asp>. 1994

Puzzle Challenge (Problem Solving) Task (36-month)

Brady-Smith, Christy, Rebecca Ryan, Lisa J. Berlin, Jeanne Brooks-Gunn, and Allison Fuligni. Child-Parent Rating Scales for the Puzzle Challenge Task. Unpublished scales, National Center for Children and Families, Teachers College, Columbia University, 2001. See also Matas, Arend and Sroufe 1978; Sroufe, Egeland and Kreutzer 1990.

## 4. ASSESSMENT SELECTION (36-month only)

### 4.1 WHAT ASSESSMENT IS THIS?

B3R4\_1

- |                |    |                                       |
|----------------|----|---------------------------------------|
| 14-MONTH ..... | 01 | END OF ASSESSMENT                     |
| 24-MONTH ..... | 02 | GO TO BAYLEY DIFFICULTIES, SECTION 10 |
| 36-MONTH ..... | 03 | CONTINUE                              |

### 4.2 DOES THIS FAMILY SPEAK ENGLISH ONLY?

B3R4\_2

- |           |    |                           |
|-----------|----|---------------------------|
| YES ..... | 01 | GO TO PPVT III, SECTION 5 |
| NO .....  | 00 | CONTINUE                  |

CODES ADDED (BACKCODED) FOR CASES THAT COMPLETED EARLIER VERSIONS OF CRB:

- |                                   |    |
|-----------------------------------|----|
| DON'T KNOW; PPVT COMPLETED .....  | 71 |
| NO; TVIP COMPLETED .....          | 72 |
| DON'T KNOW; NEITHER PPVT NOR TVIP | 74 |

### 4.3 LANGUAGE SELECTION PROCEDURE

- A. IN WHAT LANGUAGE(S) HAVE YOU BEEN SPEAKING WITH THE PARENT DURING THIS INTERVIEW AND ASSESSMENT?

B3R4\_3A

- |   |    |
|---|----|
| ENGLISH ONLY .....  | 01 |
| SPANISH ONLY .....  | 02 |
| BOTH ENGLISH AND SPANISH .....                                | 03 |
| A LANGUAGE OTHER THAN<br>ENGLISH OR SPANISH,<br>ONLY .....    | 04 |
| BOTH ENGLISH AND A LANGUAGE<br>OTHER THAN SPANISH (SPECIFY) . | 05 |

B. IN WHAT LANGUAGE(S) HAS THE PARENT SPOKEN TO (CHILD) WHILE YOU HAVE BEEN IN THE HOME?

B3R4\_3B

- ENGLISH ONLY ..... 01
- SPANISH ONLY ..... 02
- BOTH ENGLISH AND SPANISH .... 03
- A LANGUAGE OTHER THAN  
ENGLISH OR SPANISH, ONLY ..... 04
- BOTH ENGLISH AND A LANGUAGE  
OTHER THAN SPANISH ..... 05

C. INTERVIEWER: CHECK THE ANSWERS TO BOTH Q4.3A AND Q4.3B. THE ANSWERS ARE:

B3R4\_3C

- BOTH 01 (ENGLISH ONLY) ..... 01 GO TO SECTION 5 (PPVT III)
- BOTH 02 (SPANISH ONLY) ..... 02 GO TO SECTION 6 (TVIP)
- BOTH 04 (LANGUAGE OTHER THAN  
ENGLISH AND SPANISH) ..... 04 GO TO Q4.5
- OTHER RESPONSES ..... 99 GO TO Q4.4

4.4 ASK THE MOTHER:

What language do you use most often to speak to (CHILD) in your home?  
(¿Qué idioma usa usted más frecuentemente, cuando habla con (CHILD) en su hogar?)

B3R4\_4

- ENGLISH ..... 01 GO TO SECTION 5 (PPVT III)
- SPANISH ..... 02 GO TO SECTION 6 (TVIP)
- ANOTHER LANGUAGE ..... 99

4.5 INTERVIEWER: HAS THE MOTHER SPOKEN ENGLISH TO YOU OR TO THE CHILD WHILE YOU HAVE BEEN IN THE HOME?

B3R4\_5

- YES ..... 01 GO TO SECTION 5 (PPVT III)
- NO ..... 00

4.6 ASK MOTHER:

Does anyone else speak English with (CHILD) regularly? (By regularly we mean at least 10 hours per week.)

B3R4\_6

PROBE: Include other family members, child care providers and other people that child spends time with.

YES ..... 01 GO TO SECTION 5 (PPVT III)

NO ..... 00 DO NOT TEST THE CHILD.  
GO TO SECTION 7

7.3 IF THIS CHILD COMPLETED BOTH THE PPVT AND THE TVIP, WHICH WAS COMPLETED FIRST?

B3R7\_3

PPVT ..... 01

TVIP ..... 02

Peabody Picture Vocabulary Test—III

Dunn, L. M., & Dunn, L. M. (1997). Peabody Picture Vocabulary Test—Third Edition. Circle Pines, MN: American Guidance Service.

Test de Vocabulario en Imagenes Peabody

Dunn, L. M., Padilla, E. R., Lugo, D. E., & Dunn, L. M. (1986). Examiner's manual for the Test de Vocabulario en Imagenes Peabody (Peabody Picture Vocabulary Test) Adaptacion Hispanoamericana (Hispanic-American adaptation). Circle Pines, MN: American Guidance Service.

## 5. PPVT III (FORM A) FOR CHILDREN WHO SPEAK ENGLISH

(Section 8 - for children who speak Spanish - responses were merged into Section 5)

REMEMBER TO ALWAYS RECORD THE NUMBER OF THE CHILD'S RESPONSE,  
WHETHER CORRECT OR INCORRECT.

### GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put "the" or "a" in front of any word. You may repeat the word if the child asks.

Always record the number of the picture the child indicates, whether correct or an error.

Indicate correct responses by circling "1" in the "Correct" column.

Indicate errors by circling "0" in the "Error" column.

If child asks for correct answer, say:

For now I want to see what words you know without my telling you. We'll talk

If child indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the child's answer, ask him/her to show you again.

When the ceiling set is completed, discontinue PPVT III.

### RULES FOR USING SETS

#### COMPLETE SET RULE.

Once you begin a set of test items, always administer all 12 items in that set in order, and always start with the first item in the set.

#### CEILING SET RULE.

The ceiling set rule is eight (8) or more errors in a set.

SET UP PPVT-III TEST KIT TENT AND PLACE IN FRONT OF CHILD.

OPEN THE TEST KIT TO TRAINING ITEM A. USE THE INTRODUCTION AND ADMINISTRATION DIRECTIONS PRINTED IN THE TEST KIT "FOR USE WITH MOST CHILDREN AGED 2-6 - 7-11 YEARS."

If the child has not successfully completed at least two training items after a number of trials, discontinue training and write your explanation of why the child is untestable in this box.



GO TO SECTION 7

B3R5\_No (=1 if did NOT complete training items)

B3R5\_01 - B3R5\_72 child's response selections (1, 2, 3, or 4) to up to 72 PPVT items, by sets of 12  
B3R5C01 - B3R5C72 whether child's response was correct (1) or error (0) for up to 72 PPVT items, by sets of 12

(Note that there are some inconsistencies in the data recorded by assessors between the response in B3R5\_nn and whether it was correct in B3R5Cnn. The B3R5Cnn variables were used to compute PPVT scores.)

B3R5Data = 1 if child completed any PPVT items

## 6. TVIP (FOR CHILDREN WHO SPEAK SPANISH)

(Section 9 responses - for children who speak English - were merged into Section 6)

### GENERAL PROCEDURES

Read each word clearly and distinctly. Do not put “el/la” or “uno/una” in front of any word. You may repeat the word if the child asks.

Always record the number of the picture the child indicates, whether correct or an error.

Indicate correct responses by circling “1” in the “Correct” column.

Indicate errors by circling “0” in the “Error” column.

If child asks for the correct answer, say:

**Por ahora quisiera saber qué palabras sabes sin que yo te lo diga. Después hablamos de eso. Te los diré después de que hayamos terminado, pero por ahora, sigamos.**

If child indicates more than one picture for a word, ask him/her to pick just one picture. If you are not sure of the child’s answer, ask him/her to show you again.

When the ceiling is reached, discontinue TVIP.

### CEILING RULES

CEILING: Lowest 8 consecutive responses containing 6 errors.

Continue until the CEILING is established--when the child makes 6 errors in 8 consecutive items.  
Stop testing when the CEILING is reached.

### 6A. PRACTICE ITEMS

SET UP TVIP TENT AND PLACE BEFORE THE CHILD. SAY:

**Quiero que mires unos dibujos conmigo.**

TURN TO TRAINING PLATE A, POINT TO ALL FOUR PICTURES, AND SAY:

**¿Ves todas los dibujos en esta página? Yo voy a decir una palabra; después quiero que pongas tu dedo en el dibujo que mejor muestra lo que significa la palabra. Probemos con uno. Pone tu dedo en “....”**

IF THE CHILD MAKES THE CORRECT RESPONSE, TURN TO TRAINING PLATE B, SAYING:

**Bien. Ahora pone tu dedo en “...”**

IF CHILD AGAIN MAKES THE CORRECT RESPONSE, TURN TO TRAINING PLATE C, SAYING:

Muy bien! Muéstrame “...”

IF CHILD AGAIN MAKES THE CORRECT RESPONSE, GO TO NEXT PAGE AND BEGIN TESTING.

IF CHILD NEEDS MORE TRAINING, FOLLOW THESE PROCEDURES:

ONLY WHILE USING THE SAMPLE PLATES, IF CHILD CHOOSES THE WRONG PICTURE, BEFORE GOING ON TO THE NEXT PLATE, POINT OUT THE CORRECT RESPONSE WHILE SAYING, FOR EXAMPLE:

Hiciste un buen esfuerzo, pero ésta es la respuesta correcta.

AT THE SAME TIME, BRIEFLY EXPLAIN WHY THE ANSWER IS CORRECT. REPEAT THE ITEM UNTIL THE SUBJECT MAKES THE CORRECT RESPONSE; THEN GO ON TO THE NEXT ITEM. WITH VERY YOUNG AND LEARNING DISABLED CHILDREN, TRAINING WITH ADDITIONAL PRACTICE WORDS MAY BE NEEDED TO ESTABLISH THE DESIRED POINTING BEHAVIOR. IN SUCH CASES, USE AS MANY OF THE SERIES OF ALTERNATE WORDS AS NEEDED. CONTINUE THROUGH THE TRAINING PLATES UNTIL THE CHILD RESPONDS CORRECTLY TO A COMPLETE CYCLE OF THREE CONSECUTIVE WORDS WITHOUT YOUR HELP.

THE LENGTH OF TIME REQUIRED TO ESTABLISH THE DESIRED POINTING BEHAVIOR WILL VARY FROM CHILD TO CHILD. TRAINING PLATES MAY BE REPEATED.

If the child has not successfully completed a training item after a number of trials, discontinue training and write your explanation of why the child is untestable in this box.



GO TO SECTION 10

B3R6\_No (=1 if did NOT complete training items)

WHEN THE DESIRED POINTING BEHAVIOR HAS BEEN ESTABLISHED, TURN TO ITEM #1, THEN SAY:

Bien! Ahora voy a mostrarte algunos otros dibujos. Cada vez yo diré algo y tu indicarás el mejor dibujo de esto. Cuando lleguemos más adelante, puede que no estés seguro(a) cual indicar, pero quiero que mires cuidadosamente todos los dibujos de todas maneras y escogas el que tu pienses que es el correcto.

Muéstrame . . .

B3R6\_01 - B3R6\_49 child's response selections (1, 2, 3, or 4) to up to 49 TVIP items  
B3R6C01 - B3R6C72 whether child's response was correct (1) or error (0) for up to 49 TVIP items

(Note that there are some inconsistencies in the data recorded by assessors between the response in B3R6\_nn and whether it was correct in B3R6Cnn. The B3R6Cnn variables were used to compute TVIP scores.)

B3R6Data = 1 if child completed any TVIP items.

## 10. ADDITIONAL INTERVIEWER OBSERVATIONS OF THE BAYLEY ASSESSMENT TO DOCUMENT ANY DIFFICULTIES IN THE BAYLEY ADMINISTRATION

(not in 14-month)

### 1. WAS IT DIFFICULT TO ADMINISTER THE BAYLEY?

BnR10\_1

- |                                    |              |
|------------------------------------|--------------|
| YES .....                          | 01           |
| NO .....                           | 00 GO TO Q.3 |
| DIDN'T ADMINISTER THE BAYLEY ..... | 02           |

### 2. WHY WAS IT DIFFICULT TO OR WHY DIDN'T YOU ADMINISTER THE BAYLEY?

CIRCLE ALL THAT APPLY

BnR...

- |   |    |
|---|----|
| ...10_21 A. THE CHILD HAS A VISUAL IMPAIRMENT .....   | 01 |
| ...10_22 B. THE CHILD HAS A HEARING IMPAIRMENT .....  | 02 |
| ...10_23 C. THE CHILD HAS A PHYSICAL DISABILITY .....   | 03 |
| ...10_24 D. THE CHILD WAS ILL .....   | 04 |
| ...10_25 E. THE TEST COULD NOT BE DONE IN THE CHILD'S LANGUAGE OR THERE WERE TRANSLATION PROBLEMS ..... | 05 |
| ...10_26 F. PARENT REFUSED PERMISSION .....   | 06 |
| ...10_27 G. OTHER (SPECIFY) .....   |    |

00=none  
03=Bayley done elsewhere/not at home  
04=problem with booster chair/unhappy w/booster  
10=possible developmental disabilities  
11=child was hungry/ dinner time  
12=child was shy  
99=other

### 3. MANY OF THE BAYLEY ITEMS ARE SCORED BASED ON THE CHILD'S LANGUAGE PRODUCTION. HOW MUCH DID THE CHILD SPEAK DURING THE VISIT?

BnR10\_3

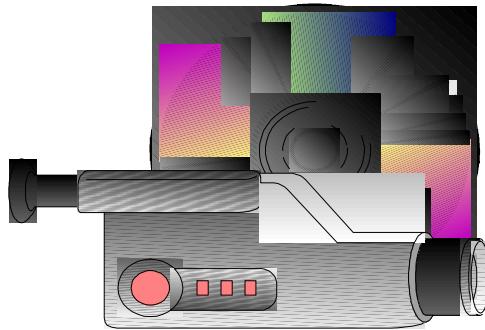
- |                  |    |
|------------------|----|
| A LOT .....      | 01 |
| SOME .....       | 02 |
| NOT AT ALL ..... | 03 |

### 4. HOW MUCH DIFFICULTY DID YOU HAVE UNDERSTANDING THE CHILD BECAUSE OF THE CHILD'S DIFFICULTY PRONOUNCING OR ARTICULATING WORDS?

BnR10\_4

- |                                      |    |
|--------------------------------------|----|
| NO TROUBLE UNDERSTANDING .....       | 01 |
| SOME TROUBLE UNDERSTANDING .....     | 02 |
| A LOT OF TROUBLE UNDERSTANDING ..... | 03 |

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Expiration Date: 10/31/99



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**VIDEOTAPED PROTOCOL BOOKLET  
*for 14 MONTH OLDS***

**REVISED 3/14/97**

Public reporting burden for this collection of information is estimated to average 20 minutes per response for the telephone interview and two hours for the observation, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to ACF Reports Clearance Officer, Paperwork Reduction Project (OMB# 0970-0143), Administration for Children and Families, Office of Information Services, 370 L'Enfant Promenade, S.W., Washington, DC 20447. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The OMB number for this project is 0970-0143.

Conducted for:  
Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543-2393  
and  
Administration on Children, Youth, and Families  
U.S. Department of Health and Human Services

Videotaped Protocol Booklet-14 Months

# **VIDEOTAPED PROTOCOL**

## **I. RECORD TIME START IN CHILD RECORD BOOKLET, PAGE 6**

## **II. GENERAL INTRODUCTION**

*Read slowly--AS WORDED.*

Must be standardized administration.

SAY TO PARENT:

“Next, we are going to videotape you and (CHILD) doing three different, short activities which are like things you and (CHILD) might do every day. In the first activity, I’ll ask you to draw a picture of your family while (CHILD) is in the booster chair without anything to do to see what (he/she) does. Then I’ll ask you to teach (CHILD) to do something. Then I’ll give you and (CHILD) some toys. But, I’ll talk with you about each activity as we go along and you’ll have a chance to ask questions before each activity. Just so you know, all the toys have been cleaned before this visit.

While I set up the video equipment, you and (CHILD) can take a little break and you can take care of anything that you think could interrupt our taping. You can use this time to feed or change (CHILD), or to check on anything else in the (house/apartment). During the taping itself, we prefer that (CHILD) not use (his/her) pacifier or bottle.

Once we start, we’d like to complete each activity without interruptions. If the phone rings or someone comes to the door, we would appreciate if someone else took care of it; or, if you wouldn’t mind, I could answer it.

**IF OTHER FAMILY MEMBERS ARE PRESENT, ADD:**

Could you please, let the other people in the (house/apartment) know that you’ll need some time now with (CHILD) without interruptions? If you wouldn’t mind, if any family members forget and come into this area while we are taping, I will ask them to leave so that you are not interrupted.”

**IF THERE ARE OTHER CHILDREN BE SURE TO WORK OUT A STRATEGY WITH THE MOTHER FOR OCCUPYING THEM AND KEEPING THEM OUT OF (CHILD)'S VIEW.**

**“Altogether, the activities will take about 20 minutes. We won’t need (CHILD) for the next few minutes while I set up.**

**Do you have any questions?”**

### **III. SET-UP PREPARATION**

- SELECT LOCATION FOR VIDEOTAPING--THIS SHOULD, AS MUCH AS POSSIBLE, BE OUT OF THE HOUSEHOLD TRAFFIC
- SELECT A GOOD FLOOR PLAY SPACE
- SET-UP THE VIDEO CAMERA, TRIPOD AND LIGHT
- ADJUST THE LIGHTING--USE THE 10 WATT SETTING AND USE BACK LIGHT FEATURE AS NECESSARY.

- IF YOU HAVEN'T ALREADY SET THIS UP FOR THE BAYLEY-- CHOOSE A CHAIR FOR ATTACHING BOOSTER. FIRST PRIORITY IS STABILITY, SECOND PRIORITY IS A LOW OR SLATTED BACK (SO CHILD CAN SEE PARENT).
- IF THERE IS NO APPROPRIATE CHAIR, YOU MAY USE THE HOUSEHOLD'S HIGHCHAIR. IF THERE IS NO HIGHCHAIR, YOU SHOULD USE THE BOOSTER CHAIR ON THE FLOOR ON TOP OF THE MAT.
- STRAP BOOSTER ONTO CHAIR.
- FIND CHAIR FOR PARENT TO USE.

#### **IV. LEVEL ONE CONSENT**

**“Before we begin videotaping, I’d like you to read this consent form with me. This gives us permission to videotape you and (CHILD). The consent form also gives researchers on the project permission to watch the video.”**

READ FORM WITH THE PARENT AND ASK (HIM/HER) TO WRITE AND SIGN (HIS/HER) NAME AND CHILD’S NAME ON THE FORM. YOU SHOULD SIGN THE FORM AS WELL.

**V. START THE CAMERA**

**VI. MAKE SURE THE TIME STAMP IS BEING RECORDED.  
DO NOT STOP THE CAMERA**

**VII. RECORD SIGNBOARD**

**“First, I need to record your ID number on the videotape.**

RECORD PARENT HOLDING SIGNBOARD OR SIGNBOARD ON CLIPBOARD. SIGNBOARD SHOULD CONTAIN ID#, DATE OF INTERVIEW, AND YOUR ID#. READ THE SIGNBOARD AND RECORD IT FOR 15 SECONDS, THEN CONTINUE.

## **TASK 1: CHALLENGING SITUATION CHILD IN THE BOOSTER CHAIR**

### **MATERIAL:**

CLIPBOARD, CRAYON AND PAPER FOR THE PARENT  
TIMER  
BOOSTER  
CHAIR FOR PARENT

### **GENERAL TASK INSTRUCTIONS**

#### **I. POSITION OF THE CHAIRS**

POSITION THE PARENT'S CHAIR 8 FEET-10 FEET BEHIND THE CHILD, SLIGHTLY TO YOUR RIGHT AT THE 2 O'CLOCK POSITION. POSITION THE CHAIRS SO AS TO MINIMIZE DISTRACTIONS. IF NECESSARY, THE CHAIRS MAY BE LESS THAN 8 FEET APART.

THE CAMERA SHOULD BE 2 FEET IN FRONT OF THE BOOSTER. RAISE THE TRIPOD SO THE CAMERA IS LEVEL WITH THE PARENT'S AND CHILD'S FACES. BOTH FACES SHOULD BE VISIBLE ON THE TAPE.

THE CHAIRS SHOULD BE PLACED SO THE CHILD CAN SEE THE PARENT IF (HE/SHE) TURNS AROUND.

## **II. THE BOOSTER CHAIR**

DO NOT HAVE PARENT PUT CHILD IN THE BOOSTER YET. THESE ARE THE INSTRUCTIONS FOR HOW THIS SHOULD BE DONE:

- PARENT SHOULD BE THE ONE TO PUT THE CHILD IN THE BOOSTER. (HE/SHE) SHOULD SECURE THE STRAPS AROUND THE CHILD. BEFORE YOU PUT THE TRAY ON, CHECK THAT THE STRAP IS SECURE.
- YOU MUST BE THE ONE TO PUT THE TRAY ON AND SECURE IT. TEST IT TO MAKE SURE IT IS ON SECURELY.
- IF THE CHILD PUSHES THE TRAY OFF, PUT THE TRAY BACK ON AND CHECK TO MAKE SURE THAT IT IS SECURE. IF THE CHILD PUSHES THE TRAY OFF A SECOND TIME, LEAVE IT OFF UNTIL THE END OF THE TASK.

## **III. IF THE BABY CRIES HARD**



IF THE CHILD CRIES HARD FOR ONE MINUTE, TERMINATE THE ACTIVITY.

SAY TO PARENT:

**“Let me start by explaining this activity. In a few moments I will ask you to put (CHILD) in the booster chair without anything to do while you sit behind (him/her) on this chair. We’d like (him/her) to stay in the booster chair for 4 minutes.**

**While (CHILD) is in the booster chair, I would like you to draw a picture of your family. If you don’t finish the picture, that’s okay.**

**Feel free to take care of (CHILD) as you normally would. The only rules are that you leave (CHILD) in the booster chair and that you not give (him/her) anything. And, please ignore me. Do you have any questions?**

**Please put (CHILD) in the booster chair now.”**

**PARENT SHOULD PUT CHILD IN THE BOOSTER CHAIR NOW.  
FOLLOW INSTRUCTIONS ON PREVIOUS PAGE FOR SECURING THE BABY.**

THEN GIVE PARENT THE PAPER AND CRAYON, AND SAY:

**“Just to remind you: You should start the activity sitting in the chair over there. And please don’t take (CHILD) from the chair or give (him/her) anything.”**



**FOLLOW RULES ON PAGE 6 IF BABY IS CRYING.**

**IF PARENT IS NOT ALREADY SEATED, SAY: “Please sit in the chair over there.”**



START TIMER: 4 MINUTES:



**“You can start now.”**



**CHECK FRAMING!!!**

**CHECK TIME STAMP!!!**

RECORD THE CHILD AND PARENT. DO NOT INTERACT WITH EITHER IN ANY WAY. TRY NOT TO CATCH THE CHILD'S EYE IF (HE/SHE) IS LOOKING AT YOU.

**IF THE PARENT ASKS FOR GUIDANCE SAY: “Feel free to take care of (CHILD) as you normally would.”**



**FOLLOW RULES ON PAGE 6 IF BABY IS CRYING.**



AFTER 4 MINUTES SAY:

**“(IF BABY (IS/WAS) UPSET, SAY: This can be a frustrating situation. Thanks for hanging in there!”**

**Please give me the drawing you did.**

**For the next activity, we will need you and (CHILD) to sit on a mat on the floor. You can take (CHILD) out of the booster chair now while I set up my things.”**



**PUT ID NUMBER ON BACK OF DRAWING.**

PARENT CAN LET CHILD OUT OF BOOSTER CHAIR NOW.



**IF CHILD (IS/WAS) UPSET, ALLOW A FEW MINUTES FOR PARENT TO CALM CHILD DOWN. DO NOT TURN OFF THE CAMERA.**

## **TASK 2: TEACHING TASK**

### **MATERIAL:**

3 BLOCKS AND PICTURE BOOK  
TIMER

**SET UP THE MAT AND LOWER THE CAMERA TRIPOD.**

**SAY TO PARENT:**

**“Next, we would like you to spend a few minutes showing (CHILD) how to do something new. You may show (CHILD) either how to stack these blocks [SHOW BLOCKS] OR to point to parts of the body in a book, whichever (he/she) doesn’t know how to do yet. Which activity doesn’t (CHILD) know?”**

**GIVE PARENT A MOMENT TO DECIDE.**

**IF CHILD KNOWS BOTH, ASK: “Which is harder for (him/her)?”**

**IF BOTH ARE OF EQUAL DIFFICULTY, USE THE BOOK FOR THIS ACTIVITY. ONCE THE PARENT AND CHILD START A TASK THEY CANNOT CHANGE IT.**

**BEFORE GIVING PARENT 3 BLOCKS OR BOOK, SAY:**

**“Okay, we’ll do that one. It’s okay if (CHILD) doesn’t learn this right now. Please sit down on the mat now with (CHILD). Please remember that you and (CHILD) should try and face the camera.”**

THEN SAY ONE OF THE FOLLOWING STATEMENTS:



**BLOCKS:** “See if you can teach (CHILD) how to stack these blocks on top of each other. Please let me know when you are done.

**OR**

**BODY PARTS:**

“See if you can teach (CHILD) to point to parts of the body in this book such as a hand, a foot, eyes, and nose. Please let me know when you are done.”



3 min



START THE TIMER: 3 MINUTES AND SAY:



“You can begin now.”

**CHECK YOUR FRAMING!!!**

THE ACTIVITY SHOULD GO ON FOR AT LEAST ONE MINUTE. IF THE PARENT ASKS TO END THE ACTIVITY SOONER THAN ONE MINUTE, SAY: “We can stop in just a little bit. I’ll let you know.” LET THE ACTIVITY CONTINUE UNTIL THE MINUTE IS FINISHED.



AT THE END OF THE 3 MINUTES SAY:

“That’s the end of this activity. Now, I’ll set up the last activity.”

## **TASK 3: FREE PLAY**

### **MATERIAL:**

BAG #1: ***GOOD DOG CARL*** BOOK

BAG #2: POTS AND PANS SET

BAG #3: NOAH'S ARK AND ANIMALS

TIMER

### **GENERAL INSTRUCTIONS:**

**“Our last activity will take about 10 minutes. We would like you and (CHILD) to spend this time with the toys in these three bags. During this activity, you may play with (CHILD) if you like.”**

### **PUT AWAY BLOCKS/BOOK.**

**PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENT WITH BAG #1 TO THE PARENT’S LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENT’S RIGHT.**

**“Just to remind you, please face front and try to stay on the mat. Please start with Bag #1, move on to Bag #2, and finish with Bag #3. Do you have any questions?”**

## POSSIBLE QUESTIONS AND ANSWERS

**Q:** How long should I spend on each toy?

**A:** You can divide the time as you like.

**Q:** Should I open bag #1 first?

**A:** We would like you to give (CHILD) the bag with #1 on it first.

**Q:** Can I play with (CHILD) during this time?

**A:** That's completely up to you.

**Q:** Can (CHILD) and I play with all the toys in the bags?

**A:** Yes, if you like.



START THE TIMER: 10 MINUTES:



SAY TO THE PARENT:

**“You and (CHILD) can begin now.”**



**CHECK FRAMING!!**

AT THE END OF 10 MINUTES SAY:

**“That’s the end of these activities.”**



WAIT TO PUT THE TOYS AWAY UNTIL YOU’VE DISCUSSED CONSENT LEVEL 2.

# **CLOSING**

## **I. CLOSING**

SAY TO PARENT:

**“We are very grateful for your time and cooperation in this important part of the study. Do you have any questions about anything we’ve done?”**

ANSWER QUESTIONS

## **II. SECOND LEVEL OF CONSENT**

SAY TO PARENT:

**“I have a request that I need to read to you from our research policy. We would like to ask you to help us in one more way. The videotape we have just completed is a very valuable teaching tool, one that we would like to share with colleagues and students. We would like your permission to use all or portions of your videotape during presentations at conferences, workshops, and for other research and educational purposes, such as training films to be used to train researchers and interviewers. By being able to share this information with other researchers and students, it will help us better understand how adults and children work and play together.**

**The videotape will be used only for research and educational purposes. When it is used, no identifying information such as full name and address will be revealed.**

**Do you have any questions?”**

GIVE THE PARENT THE CONSENT FORM, LEVEL TWO, TO READ. (HE/SHE) SHOULD CHECK EITHER CONSENT GIVEN OR CONSENT NOT GIVEN AND SIGN THE FORM.

## **II. THANK THE PARENT AND GIVE CHILD GIFT**

SAY TO PARENT:

**“Thank you so much! (CHILD) can have this (ANIMAL) as a gift. I need a few minutes to put the camera and toys away. Feel free to take a little break while I do this. Then we will continue with the interview.”**

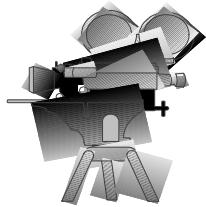
## **III. STOP TAPING AND PUT AWAY TOYS AND EQUIPMENT**

PUT AWAY ALL MATERIAL AND VIDEO EQUIPMENT. USE THE CHECKLIST IN THE CHILD RECORD BOOKLET TO VERIFY YOU HAVE EVERYTHING.

## **IV. COMPLETE DISRUPTION RATINGS AND TIME ENDED IN CHILD RECORD BOOKLET, PAGE 6**

## **V. CONTINUE WITH PARENT QUESTIONNAIRE**

OMB No.: 0970-0143  
Expiration Date: 8/31/2000



## **Early Head Start**

### **VIDEOTAPED PROTOCOL BOOKLET *for* 2 YEAR OLDS**

Public reporting burden for this collection of information is estimated to average 30 minutes per response for the telephone interview and two hours for the observation, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to ACF Reports Clearance Officer, Paperwork Reduction Project (OMB# 0970-0143), Administration for Children and Families, Office of Information Services, 370 L'Enfant Promenade, S.W., Washington, DC 20447. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The OMB number for this project is 0970-0143.

Conducted for:  
Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543-2393  
*and*  
Administration on Children, Youth, and Families  
U.S. Department of Health and Human Services

## **VIDEOTAPED PROTOCOL**

### **I. RECORD TIME START IN CHILD RECORD BOOKLET, PAGE 6**

### **II. GENERAL INTRODUCTION**

*Read slowly--AS WORDED.*

SAY TO PARENT:

Must be standardized administration.

**“Next, we are going to videotape you and (CHILD) doing three (four) different, short activities which are like things you and (CHILD) might do every day. For example, we'll ask you to teach (CHILD) to do something. Then I'll give you and (CHILD) some toys. There is an activity in which (CHILD) might become a little frustrated. But, I'll talk with you about each activity as we go along and you'll have a chance to ask questions before each activity. Just so you know, all the toys have been cleaned before this visit.**

**While I set up the video equipment, you and (CHILD) can take a little break and you can take care of anything that you think could interrupt our taping. You can use this time to feed or change (CHILD), or to check on anything else in the (house/apartment). During the taping itself, we prefer that (CHILD) not use (his/her) pacifier or bottle.**

**Once we start, we'd like to complete each activity without interruptions. If the phone rings or someone comes to the door, we would appreciate if someone else took care of it; or, if you wouldn't mind, I could answer it.**

***IF OTHER FAMILY MEMBERS ARE PRESENT, ADD:***

**Could you please let the other people in the (house/apartment) know that you'll need some time now with (CHILD) without interruptions? If you wouldn't mind, if any family members forget and come into this area while we are taping, I will ask them to leave so that you are not interrupted.”**

**IF THERE ARE OTHER CHILDREN, BE SURE TO WORK OUT A STRATEGY WITH THE MOTHER FOR OCCUPYING THEM AND KEEPING THEM OUT OF (CHILD)'S VIEW.**

**"Altogether, the activities will take about 20 (30) minutes. We won't need (CHILD) for the next few minutes while I set up.**

**Do you have any questions?"**

### **III. SET-UP PREPARATION**

- SELECT LOCATION FOR VIDEOTAPING--THIS SHOULD, AS MUCH AS POSSIBLE, BE OUT OF THE HOUSEHOLD TRAFFIC
- SELECT A GOOD FLOOR PLAY SPACE
- SET-UP THE VIDEO CAMERA, TRIPOD AND LIGHT
- ADJUST THE LIGHTING--USE THE 10 WATT SETTING AND USE BACK LIGHT FEATURE AS NECESSARY.
- MAKE SURE TRIPOD IS AT A LOW LEVEL. MAKE SURE YOU POSITION THE CENTER OF THE CAMERA AS CLOSE AS POSSIBLE TO 2 FEET FROM THE PARENT.
- PLACE MAT ON THE FLOOR

#### **IV. LEVEL ONE CONSENT**

**“Before we begin videotaping, I’d like you to read this consent form with me. This gives us permission to videotape you and (CHILD). The consent form also gives researchers on the project permission to watch the video.”**

READ FORM WITH THE PARENT AND ASK (HIM/HER) TO WRITE AND SIGN (HIS/HER) NAME AND CHILD’S NAME ON THE FORM. YOU SHOULD SIGN THE FORM AS WELL.

#### **V. START THE CAMERA**

#### **VI. MAKE SURE THE TIME STAMP IS BEING RECORDED. DO NOT STOP THE CAMERA**

#### **VII. RECORD SIGNBOARD**

**“First, I need to record your ID number on the videotape.**

RECORD PARENT HOLDING SIGNBOARD OR SIGNBOARD ON CLIPBOARD. SIGNBOARD SHOULD CONTAIN ID#, DATE OF INTERVIEW, AND YOUR ID#. READ THE SIGNBOARD AND RECORD IT FOR 15 SECONDS, THEN CONTINUE.

## **TASK 0: YOUR CHOICE**

MATERIALS: TIMER

SAY TO PARENT:

**“The next activity will take about 5 minutes. We would like to videotape you and (CHILD) together doing any activity that you choose. This activity should be something that you’ve done with (him/her) before. (The only restrictions are that we’d like to stay inside and not involve other household members in the activity.) Some parents have chosen to have a snack with the child, others have chosen to play with a toy or to rough house or do a favorite game. What activity would you like to do with (CHILD)?”**

**IF APPROPRIATE, SAY: Do you need to get those (toys/material/etc.) from another room?**

**Feel free to move around as little or as much as you’d like during this activity, but please stay in this room. Do you have any questions?”**

YOU MAY HAVE TO TAKE THE CAMERA OFF OF THE TRIPOD TO FOLLOW THE PAIR.

## **POSSIBLE QUESTIONS AND ANSWERS**

**Q:** Can we get off the mat?  
**A:** Yes

**Q:** Can we use any toys?  
**A:** Yes, you may. <GET THEM>

**Q:** Can we go outside?  
**A:** Please stay in this room.



 START THE TIMER: 5 MINUTES AND SAY:

**"You can begin now."**



**CHECK YOUR FRAMING!!**

**CHECK YOUR TIME STAMP!!!**



 AT THE END OF 5 MINUTES, SAY:

**"That's the end of this activity."**

ALLOW CHILD TO CONTINUE PLAYING OR SNACKING WHILE YOU EXPLAIN TASK 1 TO THE PARENT.



PUT CAMERA BACK ON TRIPOD, IF NECESSARY, AND CHECK YOUR FRAMING AND TIME STAMP.

## **TASK 1: TEACHING TASK**

**MATERIAL:**

BOOK  
BLOCKS  
MAT  
TIMER

**SAY TO PARENT:**

**“First, we would like you to spend a few minutes showing (CHILD) how to do something new. You may show (CHILD) either how to point to articles of clothing in a book OR to sort blocks according to their color. Which activity does (CHILD) NOT know yet?”**

NOTE: THE CHILD DOES NOT HAVE TO SIT DOWN UNTIL P.7.

GIVE PARENT A MOMENT TO DECIDE.

**IF CHILD KNOWS BOTH, ASK: “Which is harder for (him/her)?”**

**IF CHILD KNOWS NEITHER OR BOTH ARE OF EQUAL DIFFICULTY, USE THE BLOCK SORTING FOR THIS ACTIVITY.**

BEFORE GIVING PARENT BLOCKS OR BOOK, SAY:

**“Okay, we’ll do that one. It’s okay if (CHILD) doesn’t learn this right now.”**

THEN SAY ONE OF THE FOLLOWING STATEMENTS:



**BLOCKS:** “See if you can teach (CHILD) how to sort these blocks according to their color. Please remember that you and (CHILD) should try to face the camera. Please sit down on the mat now with (CHILD) and let me know when you are done.”

OR

**BOOK:** “See if you can teach (CHILD) how to point to articles of clothing in this book, such as a shirt or pajamas. Please remember that you and (CHILD) should try to face the camera. Please sit down on the mat now with (CHILD) and let me know when you are done.”



START THE TIMER: 3 MINUTES AND SAY:

“You can begin now.”



3 min



**CHECK YOUR FRAMING!!!**

**CHECK TIME STAMP!!!**

THE ACTIVITY SHOULD GO ON FOR AT LEAST ONE MINUTE. IF THE PARENT ASKS TO END THE ACTIVITY SOONER THAN ONE MINUTE, SAY: “**We can stop in just a little bit. I’ll let you know.**” LET THE ACTIVITY CONTINUE UNTIL THE MINUTE IS FINISHED.



AT THE END OF THE 3 MINUTES SAY:

“**That’s the end of this activity. Now, I’ll set up the next activity.**”

## **TASK 2: WAITING/CHALLENGING SITUATION**

### **MATERIAL:**

KEYS  
MAT  
TIMER

### **GENERAL TASK INSTRUCTIONS**

#### **I. SET-UP**

THE CAMERA SHOULD BE 4 FEET IN FRONT OF THE PARENT. BOTH FACES SHOULD BE VISIBLE ON THE TAPE.

#### **II. IF THE CHILD CRIES HARD**



IF THE CHILD CRIES HARD OR THE PARENT RESTRAINS THE CHILD FOR 1 MINUTE, STOP THE ACTIVITY. (RESTRAINING MEANS THE MOTHER IS HOLDING BACK THE CHILD AS THE CHILD IS ACTIVELY TRYING TO MOVE TOWARDS THE KEYS.)

SAY TO PARENT:

**"For this activity, I'm going to bring out a set of keys. I'd like you to keep (CHILD) from touching it for 2 minutes. We're doing this because we're interested in learning about a situation that happens to toddlers a lot, which is that they have to wait for something they want right away. For this part, you can do whatever you want, but please don't move the keys.**

**Do you have any questions?"**

POSSIBLE QUESTIONS AND ANSWERS:

Q: This might be hard for (CHILD).

A: It really might not be as hard as you think.

Q: How do I keep (CHILD) from touching it?

A: Just do whatever you want.

[or: Do whatever you typically do when you don't want him/her to touch something]

**PUT AWAY BLOCKS/BOOKS.**

**"We'd like to start with the two of you sitting on the mat."**

**JINGLE THE KEYS SEVERAL TIMES UNTIL YOU ARE CERTAIN YOU HAVE THE CHILD'S ATTENTION. DO NOT MAKE EYE CONTACT WITH THE CHILD.**



**PLACE KEYS ONLY 2 FEET FROM THE CHILD.**



START TIMER: 2 MINUTES:



**“You can begin now.”**



FOLLOW RULES ON PAGE 8 IF CHILD IS CRYING.



**CHECK FRAMING!!!**

**CHECK TIME STAMP!!!**

RECORD THE CHILD AND PARENT. DO NOT INTERACT WITH EITHER IN ANY WAY.  
TRY NOT TO CATCH THE CHILD'S EYE IF (HE/SHE) IS LOOKING AT YOU.

WHEN 2 MINUTES ARE OVER SAY:

**“That’s the end of this activity; (CHILD) can play with the keys now.”**



WAIT FOR ONE MINUTE AND LET THE CHILD PLAY WITH THE KEYS.

THEN SAY:

**“I’m ready to move onto the next activity whenever you are.”**



**IF CHILD (IS/WAS) UPSET, ALLOW A FEW MINUTES FOR PARENT TO CALM CHILD DOWN. DO NOT TURN OFF THE CAMERA.**

## **TASK 3: FREE PLAY**

### **MATERIAL:**

BAG #1: ***THE VERY HUNGRY CATERPILLAR*** BOOK  
BAG #2: POTS AND PANS SET  
BAG #3: NOAH'S ARK AND ANIMALS  
MAT  
TIMER

### **GENERAL INSTRUCTIONS:**

**“Our last activity will take about 10 minutes. We would like you and (CHILD) to spend this time with the toys in these three bags. During this activity, you may play with (CHILD) if you like.”**

**PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENT WITH BAG #1 TO THE PARENT’S LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENT’S RIGHT.**

### **PUT AWAY THE KEYS.**

**“Just to remind you, please face forward and try to stay on the mat. Please start with Bag #1, move on to Bag #2, and finish with Bag #3. Do you have any questions?”**

## POSSIBLE QUESTIONS AND ANSWERS

**Q:** How long should I spend on each toy?

**A:** You can divide the time as you like.

**Q:** Should I open bag #1 first?

**A:** We would like you to give (CHILD) the bag with #1 on it first.

**Q:** Can I play with (CHILD) during this time?

**A:** That's completely up to you.

**Q:** Can (CHILD) and I play with all the toys in the bags?

**A:** Yes, if you like.



START THE TIMER: 10 MINUTES:



10 min

SAY TO THE PARENT:

**“You can begin now.”**



**CHECK FRAMING!!**

**CHECK TIME STAMP!!!**

AT THE END OF 10 MINUTES SAY:

**“That’s the end of these activities.”**



WAIT TO PUT THE TOYS AWAY UNTIL YOU’VE DISCUSSED CONSENT LEVEL 2.

## **CLOSING**

### **I. CLOSING**

SAY TO PARENT:

**“We are very grateful for your time and cooperation in this important part of the study. Do you have any questions about anything we’ve done?”**

ANSWER QUESTIONS

### **II. SECOND LEVEL OF CONSENT**

SAY TO PARENT:

**“I have a request that I need to read to you from our research policy. We would like to ask you to help us in one more way. The videotape we have just completed is a very valuable teaching tool, one that we would like to share with colleagues and students. We would like your permission to use all or portions of your videotape during presentations at conferences, workshops, and for other research and educational purposes, such as training films to be used to train researchers and interviewers. By being able to share this information with other researchers and students, it will help us better understand how adults and children work and play together.**

**The videotape will be used only for research and educational purposes. When it is used, no identifying information such as full name and address will be revealed.**

**Do you have any questions?”**

GIVE THE PARENT THE CONSENT FORM, LEVEL TWO, TO READ. (HE/SHE) SHOULD CHECK EITHER CONSENT GIVEN OR CONSENT NOT GIVEN AND SIGN THE FORM.

**III. THANK THE PARENT AND GIVE CHILD GIFT**

SAY TO PARENT:

**“Thank you so much! (CHILD) can have this (ITEM) as a gift. I need a few minutes to put the camera and toys away. Feel free to take a little break while I do this. Then we will continue with the interview.”**

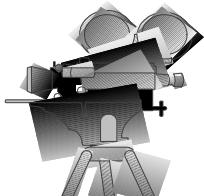
**IV. STOP TAPING AND PUT AWAY TOYS AND EQUIPMENT**

PUT AWAY ALL MATERIAL AND VIDEO EQUIPMENT. USE THE CHECKLIST IN THE CHILD RECORD BOOKLET TO VERIFY YOU HAVE EVERYTHING.

**V. COMPLETE DISRUPTION RATINGS AND TIME ENDED  
IN CHILD RECORD BOOKLET, PAGE 6**

**VI. CONTINUE WITH PARENT QUESTIONNAIRE**

OMB No.: 0970-0143  
Expiration Date: 10/31/01



# Early Head Start

## VIDEOTAPED PROTOCOL BOOKLET *for* 3 YEAR OLDS

Public reporting burden for this collection of information is estimated to average 30 minutes for the protocol, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to ACF Reports Clearance Officer, Paperwork Reduction Project (OMB# 0970-0143), Administration for Children and Families, Office of Information Services, 370 L'Enfant Promenade, S.W., Washington, DC 20447. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The OMB number for this project is 0970-0143.

Conducted for:  
Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543-2393  
*and*  
Administration on Children, Youth, and Families  
U.S. Department of Health and Human Services

## **VIDEOTAPED PROTOCOL**

### **I. RECORD TIME START IN CHILD RECORD BOOKLET, PAGE 6**

### **II. GENERAL INTRODUCTION**

*Read slowly--AS WORDED.*

SAY TO PARENT:

Must be standardized  
administration.

**“Now we are going to videotape you and (CHILD) doing two (three) short activities. For example, I will give (CHILD) some puzzles to work on. Then, I will give you and (CHILD) some toys. I’ll talk with you about each activity as we go along, and you’ll have a chance to ask questions before each activity. Just so you know, all the toys have been cleaned before this visit.**

**While I set up the video equipment, you and (CHILD) can take a little break and you can take care of anything that you think could interrupt our taping. You can use this time to feed (CHILD), or to check on anything else in the (house/apartment). During the taping itself, we prefer that (CHILD) not eat or drink anything.**

**Once we start, we’d like to complete each activity without interruptions. If the phone rings or someone comes to the door, we would appreciate if someone else took care of it, or, if you wouldn’t mind, I could answer it. Is that OK?**

***IF OTHER FAMILY MEMBERS ARE PRESENT, ADD:***

**Could you please let the other people in the (house/apartment) know that you’ll need some time now with (CHILD) without interruptions? If you wouldn’t mind, if any family members forget and come into this area while we are taping, I will ask them to leave so that you are not interrupted. OK?”**

WHILE YOU ARE SETTING UP MAY BE A GOOD TIME TO ASK THE PARENT TO COMPLETE THE QUESTIONNAIRE SAQ.

**IF THERE ARE OTHER CHILDREN, BE SURE TO WORK OUT A STRATEGY WITH THE PARENT FOR OCCUPYING THEM AND KEEPING THEM OUT OF (CHILD)'S VIEW.**

**"Altogether, the activities will take about 20 minutes. We won't need (CHILD) for the next few minutes while I set up.**

**Do you have any questions?"**

### **III. SET-UP PREPARATION**

- SELECT LOCATION FOR VIDEOTAPING--THIS SHOULD, AS MUCH AS POSSIBLE, BE OUT OF THE HOUSEHOLD TRAFFIC
- SELECT AN AREA ON THE FLOOR
- PLACE MAT ON THE FLOOR
- SET-UP THE VIDEO CAMERA, TRIPOD, AND LIGHT
- ADJUST THE LIGHTING--USE THE 10 WATT SETTING AND USE BACK LIGHT FEATURE AS NECESSARY
- MAKE SURE TRIPOD IS AT CORRECT LEVEL. MAKE SURE YOU POSITION THE CAMERA SO YOU CAN FRAME THE PARENT, CHILD, AND THE ACTIVITY

#### **IV. LEVEL ONE CONSENT**

**“Before we begin videotaping, I’d like you to read this consent form with me. This gives us permission to videotape you and (CHILD). The consent form also gives researchers on the project permission to watch the video.”**

READ FORM WITH THE PARENT AND ASK (HIM/HER) TO WRITE AND SIGN (HIS/HER) NAME AND CHILD’S NAME ON THE FORM. YOU SHOULD SIGN THE FORM AS WELL.

#### **V. START THE CAMERA**

#### **VI. MAKE SURE THE TIME STAMP IS BEING RECORDED. DO NOT STOP THE CAMERA**

#### **VII. RECORD SIGNBOARD**

**“First, I need to record your ID number on the videotape.”**

RECORD PARENT HOLDING SIGNBOARD OR SIGNBOARD ON CLIPBOARD. SIGNBOARD SHOULD CONTAIN ID#, DATE OF INTERVIEW, AND YOUR ID#. READ THE SIGNBOARD AND RECORD IT FOR 15 SECONDS, THEN CONTINUE.

## **TASK 0: YOUR CHOICE**

MATERIALS: TIMER

SAY TO PARENT:

**"This activity will take about 5 minutes. We would like to videotape you and (CHILD) together doing any activity that you choose. This activity should be something that you've done with (him/her) before. (The only restrictions are that we'd like to stay inside and not involve other household members in the activity.) Some parents have chosen to have a snack with the child, others have chosen to play with a toy or to rough house or do a favorite game. What activity would you like to do with (CHILD)?"**

**IF APPROPRIATE, SAY: Do you need to get those (toys/material/etc.) from another room?**

**Feel free to move around as little or as much as you'd like during this activity, but please stay in this room. Do you have any questions?"**

YOU MAY HAVE TO TAKE THE CAMERA OFF OF THE TRIPOD TO FOLLOW THE PAIR.

## **POSSIBLE QUESTIONS AND ANSWERS**

**Q:** Can we get off the mat?

**A:** Yes

**Q:** Can we use any toys?

**A:** Yes, you may. <GET THEM>

**Q:** Can we go outside?

**A:** Please stay in this room.



START THE TIMER: 5 MINUTES AND SAY:



5 Min.

**"You can begin now."**



**CHECK YOUR FRAMING!!**

**CHECK YOUR TIME STAMP!!!**



AT THE END OF 5 MINUTES, SAY:



5 Min.

**"That's the end of this activity."**

ALLOW CHILD TO CONTINUE PLAYING OR SNACKING WHILE YOU EXPLAIN TASK 1 TO THE PARENT.



PUT CAMERA BACK ON TRIPOD, IF NECESSARY, AND CHECK YOUR FRAMING AND TIME STAMP.

# **TASK 1: PROBLEM SOLVING**

## **MATERIALS:**

PUZZLE #1 (TEDDY BEAR), PUZZLE #2 (PANDA), AND  
PUZZLE #3 (PADDINGTON BEAR)  
MAT  
TIMER

INTERVIEWER, BE SEATED OR BE KNEELING ON THE FLOOR WHILE GIVING THESE INSTRUCTIONS.

INSTRUCTIONS FOR PROBLEM SOLVING:

**“Let me explain how this (first/next) activity works.”**

MAKE SURE THAT THE CHILD DOES NOT TOUCH OR SEE THE PUZZLES UNTIL THE SESSION STARTS.

**“We are interested in how children of this age do new things. I have three puzzles. The first two may be hard for (CHILD). The third one is even harder. (CHILD) might not be able to complete the puzzles during the time we have for this task. I will give (CHILD) the puzzles, one at a time. First, let (CHILD) work on each puzzle by (him/her)self. Then give (him/her) any help you think (he/she) needs. Sit wherever you are comfortable. Feel free to talk with (CHILD) and do what you normally would do. Please try to keep yourself and (CHILD) facing the camera.**

**Do you have any questions before we begin?”**

## **POSSIBLE QUESTIONS AND ANSWERS ABOUT PUZZLE TASK**

- |           |   |
|-----------|---|
| <b>Q:</b> | What should I do while (CHILD) is working on the puzzle?  |
| <b>A:</b> | That's completely up to you, but please let (CHILD) work on it by (himself/herself) first.                |
| <b>Q:</b> | What if (CHILD) can't do the puzzle?  |
| <b>A:</b> | First let (CHILD) work on it by (himself/herself), then give (him/her) any help you think (he/she) needs. |

THERE ARE 3 PUZZLES--TOTAL TIME 6 MINUTES.

WHEN THE PARENT AND CHILD ARE COMFORTABLY SEATED, PLACE THE ASSEMBLED PUZZLE IN FRONT OF THEM



START THE TIMER: 6 MINUTES

SAY:

**“You may begin now.”**

LET THE CHILD WORK ON THE PUZZLE FOR UP TO 3 MINUTES. IF THE CHILD HAS ALMOST COMPLETED THE PUZZLE WHEN 3 MINUTES HAVE ELAPSED, YOU MAY ALLOW (HIM/HER) TO WORK AN ADDITIONAL MINUTE. MAXIMUM TIME: 4 MINUTES.

HAS CHILD COMPLETED THE PUZZLE?

YES ..... SAY INSTRUCTION A  
NO ..... SAY INSTRUCTION B

**INSTRUCTION A: “OK, you’re finished with that one. Here’s another puzzle.”**

**INSTRUCTION B: “I’m sorry but that’s all the time we have for this one. Here’s another puzzle.”**

PLACE ASSEMBLED PUZZLE #2 IN FRONT OF THE CHILD AND REMOVE PUZZLE #1.



**CHECK FRAMING!!  
CHECK TIME STAMP!!!**

IF THE CHILD COMPLETES PUZZLE #2 AND THERE IS STILL TIME LEFT, GIVE (HIM/HER) PUZZLE #3.



**CHECK FRAMING!!**

END THE TASK AFTER 6 MINUTES, OR WHEN THE THIRD PUZZLE IS COMPLETED.

HAS CHILD COMPLETED THE PUZZLE?

YES ..... SAY INSTRUCTION A  
NO ..... SAY INSTRUCTION B

**INSTRUCTION A: “Great job!”**

**INSTRUCTION B: “That’s all the time we have. You did a great job.”**

ALLOW THE CHILD AN EXTRA MINUTE, IF NECESSARY, TO AVOID UPSETTING (HIM/HER).

## **TASK 2: FREE PLAY**

### **MATERIAL:**

BAG #1: ***THE VERY HUNGRY CATERPILLAR*** BOOK  
BAG #2: GROCERIES AND CASH REGISTER  
BAG #3: DUPLO BLOCKS  
MAT  
TIMER

### **GENERAL INSTRUCTIONS:**

**“Our last activity will take about 10 minutes. We would like you and (CHILD) to spend this time with the toys in these three bags. During this activity, you may play with (CHILD) if you like.”**

**PLACE THE THREE BAGS IN FRONT OF THE CHILD AND PARENT WITH BAG #1 TO THE PARENT’S LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO PARENT’S RIGHT.**

**“Just to remind you, please face forward and try to stay on the mat. Please start with Bag #1, move on to Bag #2, and finish with Bag #3. Do you have any questions?”**

## POSSIBLE QUESTIONS AND ANSWERS

**Q:** How long should I spend on each toy?

**A:** You can divide the time as you like.

**Q:** Should I open bag #1 first?

**A:** We would like you to give (CHILD) the bag with #1 on it first.

**Q:** Can I play with (CHILD) during this time?

**A:** That's completely up to you.

**Q:** Can (CHILD) and I play with all the toys in the bags?

**A:** Yes, if you like.

**Q:** Should we try to play with all 3 bags?

**A:** That's up to you.



START THE TIMER: 10 MINUTES:



SAY TO THE PARENT:

**“You can begin now.”**



**CHECK FRAMING!!**

**CHECK TIME STAMP!!!**

AT THE END OF 10 MINUTES SAY:

**“That’s the end of these activities.”**



WAIT TO PUT THE TOYS AWAY UNTIL YOU’VE DISCUSSED CONSENT LEVEL 2.

## **CLOSING**

### **I. CLOSING**

SAY TO PARENT:

**“We are very grateful for your time and cooperation in this important part of the study. Do you have any questions about anything we’ve done?”**

ANSWER QUESTIONS

### **II. SECOND LEVEL OF CONSENT**

SAY TO PARENT:

**“I have a request that I need to read to you from our research policy. We would like to ask you to help us in one more way. The videotape we have just completed is a very valuable teaching tool, one that we would like to share with colleagues and students. We would like your permission to use all or portions of your videotape during presentations at conferences, workshops, and for other research and educational purposes, such as training films to be used to train researchers and interviewers. By being able to share this information with other researchers and students, it will help us better understand how adults and children work and play together.**

**The videotape will be used only for research and educational purposes. When it is used, no identifying information such as full name and address will be revealed.**

**Do you have any questions?”**

GIVE THE PARENT THE CONSENT FORM, LEVEL TWO, TO READ. (HE/SHE) SHOULD CHECK EITHER CONSENT GIVEN OR CONSENT NOT GIVEN AND SIGN THE FORM.

**III. THANK THE PARENT AND GIVE CHILD GIFT**

SAY TO PARENT:

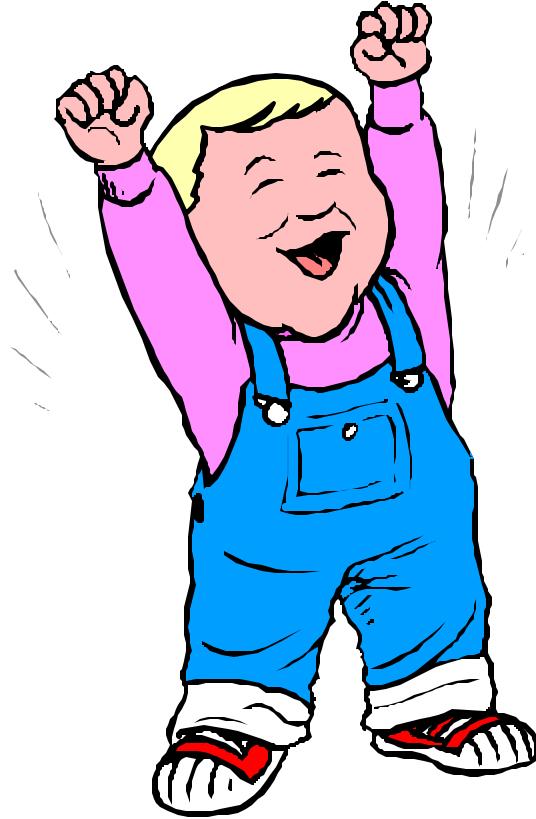
**“Thank you so much! (CHILD) can have this (ITEM) as a gift. I need a few minutes to put the camera and toys away. Feel free to take a little break while I do this. Then we will continue with the interview.”**

**IV. STOP TAPING AND PUT AWAY TOYS AND EQUIPMENT**

PUT AWAY ALL MATERIAL AND VIDEO EQUIPMENT. USE THE CHECKLIST IN THE CHILD RECORD BOOKLET TO VERIFY YOU HAVE EVERYTHING.

**V. COMPLETE DISRUPTION RATINGS AND TIME ENDED  
IN CHILD RECORD BOOKLET, PAGE 6**

**VI. CONTINUE WITH PARENT QUESTIONNAIRE**



**CHILD ASSESSMENT  
PROTOCOL BOOKLET  
FOR THE  
EHS LONGITUDINAL  
STUDY**

## I. GENERAL INTRODUCTION

SAY TO CAREGIVER :

**“First, I am going to ask (CHILD) to look at some pictures and do some short activities with me. Then, I will ask you and (CHILD) to do some activities together and I would like to videotape these activities. I will talk with you about each activity as we go along, and you will have a chance to ask questions before each activity.**

**While I set up the equipment, you and (CHILD) can take a break and you can take care of anything that you think could interrupt our activities. You can use this time to give (CHILD) something to eat, or to check on anything else in the (house/apartment). During the activities, I prefer that (CHILD) does not eat or drink anything.**

**Once we start, I would like to complete each activity without interruptions. If the phone rings while you are doing an activity with (CHILD) or someone comes to the door, I would appreciate if someone else took care of it, or, if you wouldn’t mind, I could answer it for you. Is that OK?**

**Altogether, the activities will take about 25 minutes. “**

IF THERE ARE OTHER FAMILY MEMBERS OR CHILDREN PRESENT, WORK OUT A STRATEGY WITH THE PARENT FOR OCCUPYING THEM AND KEEPING THEM OUT OF (CHILD)’S VIEW.

YOU MAY ADD:

**“Could you please let the other people in the (house/apartment) know that you’ll need some time now with (CHILD) without interruptions? And if you wouldn’t mind, if any family members forget and come into this area while we are working, I will ask them to leave so that we are not interrupted. OK?”**

**“Do you have any questions?”**

## **II. SET-UP PREPARATION**

SELECT LOCATION FOR ASSESSMENTS AND VIDEOTAPING—AS MUCH AS POSSIBLE, SELECT A LOCATION THAT IS OUT OF HOUSEHOLD TRAFFIC. ASK THE CAREGIVER FOR HELP TO REDUCE DISTRACTIONS (E.G., TURN OFF THE TV, RADIOS, FIND ACTIVITIES FOR SIBLINGS).

IT IS PREFERABLE TO SIT AT A TABLE WITH CHAIRS RATHER THAN ON THE FLOOR.

THE INTERVIEWER SHOULD BE SEATED EITHER DIRECTLY NEXT TO THE CHILD OR AT A 90-DEGREE ANGLE OR GREATER. IF NECESSARY, ASK THE CAREGIVER FOR PERMISSION TO MOVE THE FURNITURE TO A MORE IDEAL SETTING.

SET UP THE VIDEO CAMERA, TRIPOD, AND LIGHT.

IF THERE IS A LARGE WINDOW BEHIND THE LOCATION WHERE THE ASSESSMENT WILL TAKE PLACE, ASK PERMISSION TO CLOSE THE CURTAINS.

ADJUST THE LIGHTING--USE THE 10 WATT SETTING AND USE BACK LIGHT FEATURE AS NECESSARY.

CHECK YOUR FRAMING THROUGH THE CAMERA'S VIEWFINDER.

MAKE SURE TRIPOD IS AT CORRECT LEVEL. MAKE SURE YOU POSITION THE CAMERA SO YOU CAN FRAME THE ADULT, CHILD, AND THE ACTIVITY.

### **III. CONSENT FORM ADMINISTRATION**

SAY TO CAREGIVER:

**“Before we begin today, I would like you to read this consent form with me. This gives us permission to videotape you and (CHILD). The consent form also gives researchers on the project permission to watch the video.”**

READ FORM WITH THE CAREGIVER AND OBTAIN THE APPROPRIATE INITIALS AND SIGNATURES.

THE CHILD NEED NOT BE PRESENT AT THIS TIME.

ANSWER ANY QUESTIONS.

## IV. TASK 1: ATTENTION SUSTAINED TASK

MATERIALS: TIMER, 2 MARKERS, AND SUSTAINED ATTENTION TASK BOOKLET

TARGET OBJECTS: FLOWER, BUTTERFLY, FUNNY GUY, AND GOAT

PRESENT THE CHILD WITH A CHOICE OF 2 MARKERS

PRESENT TO CHILD EACH TEACHING TRIAL BOX FOLLOWED BY TEST BOX WITH CORRESPONDING TARGET OBJECT.

### I. TEACHING TRIALS

TEACHING TIME: 2 MINUTES FOR FLOWER.

35-40 SECONDS FOR BUTTERFLY, FUNNY GUY , GOAT

COVER THE IRRELEVANT TRIAL BOXES WITH YOUR HANDS OR A PIECE OF PAPER  
SO ONLY THE CURRENT TARGET BOX IS EXPOSED

SAY TO CHILD:

**“See (TARGET OBJECT).”**

**(POINT TO THE EXAMPLE AT THE TOP OF THE BOX. DO NOT SPECIFY KEY FEATURES OF THE TARGET OBJECT FOR THE CHILD)**

**“ I want you to mark a line through all the (TARGET OBJECTS) in this box.”**

TAP THE CURRENT TRIAL BOX WITH YOUR FINGERS. DO NOT OUTLINE AROUND THE BOX AS THIS ENCOURAGES THE CHILD TO TRACE AROUND THE BOX RATHER THAN FIND THE OBJECTS IN THE BOX.



START TIMING

AT THE END OF EACH TEACHING TRIAL SAY:

**“Good job!”**

DIRECTIONS ALLOWED DURING TEACHING TRIALS:

IF THE CHILD SCRIBBLES OR COLORS, SAY,

**"No coloring, just mark a line like this."**

AND DEMONSTRATE BY PLACING YOUR HAND OVER THE CHILD'S HAND. DO NOT DEMONSTRATE FOR THE CHILD ON THE TEST PAGES.

IF THE CHILD MISSES SOME OBJECTS, POINT TO AN OBJECT AND SAY:

**"Mark a line through all of the (TARGET OBJECT)s. This one too."**

IF THE CHILD DRAWS ONE CONTINUOUS LINE, DEMONSTRATE HOW TO PICK UP THE MARKER AND THEN HOW TO FIND ANOTHER (TARGET OBJECT).

IF THE CHILD DRAWS A LINE THROUGH A DIFFERENT PICTURE, POINT TO THE EXAMPLE AT THE TOP OF THE PAGE AND SAY,

**"No, not that one, just the (TARGET OBJECT)s."**

MAKE SURE THE CHILD UNDERSTANDS THE TASK BEFORE YOU BEGIN THE CORRESPONDING TEST TRIAL. IF THE CHILD DOES NOT UNDERSTAND THE TASK BY THE SECOND TEACHING TRIAL (BUTTERFLY), STOP THE ASSESSMENT.

## **II. TESTING TRIALS**

CENTER THE TESTING BOOKLET IN FRONT OF THE CHILD SO THAT ONLY THE PAGE WITH THE CURRENT TESTING TRIAL IS EXPOSED.

SPECIFIC TIMING INSTRUCTIONS FOR EACH TEST TRIAL ARE NOTED AT THE TOP OF EACH PAGE. WATCH THE TIME FOR EACH TEST TRIAL.

MOST CHILDREN DO NOT FIND ALL OF THE OBJECTS.

CIRCLE WITH PENCIL/PEN ANY OBJECTS THE CHILD HAS MARKED AFTER THE TIME IS UP.

SAY TO CHILD:

**“Now, here are more (TARGET OBJECT)s. Mark a line through all the (TARGET OBJECT)s.”**

**(YOU MAY POINT TO THE EXAMPLE AND THEN TO ONE (TARGET OBJECT).)**

**“I want you to mark a line through as many (TARGET OBJECT)s as you can until I tell you to stop. Go as fast as you can! Ready? Go.”**



START TIMING

AT THE END OF THE TEST SAY:

**“That’s all the time we have, good job!”**

DIRECTIONS ALLOWED DURING TEST TRIALS:

YOU MAY ANSWER THE CHILD’S QUESTIONS USING AS FEW WORDS AS POSSIBLE. FOR EXAMPLE, IF THE CHILD ASKS WHY YOU’RE ASKING THEM TO DO THIS, SAY:

**“I want to see how good you are at finding pictures.”**

IF THE CHILD STOPS BEFORE TIME IS UP, PROMPT HIM/HER TO CONTINUE. YOU CAN SAY:

**“Mark a line through all the pictures that look like this. Do as many as you can before I say stop. Find all (TARGET OBJECT)s.”**

YOU MAY CUE UP TO 2 TIMES PER TEST PAGE, TO INCLUDE POINTING TO 1 CORRECT ANSWER/PAGE IF NECESSARY.

## **V. TASK 2: WOODCOCK-JOHNSON APPLIED PROBLEMS AND LETTER-WORD IDENTIFICATION**

MATERIALS: TESTING MANUAL, PAPER AND PENCIL FOR THE CHILD (IF HE/SHE DESIRES), SCORING FORM AND PENCIL/PEN FOR YOURSELF.

FOLLOW INSTRUCTIONS IN WOODCOCK-JOHNSON TESTING MANUAL.

A CEILING IS ACHIEVED WHEN THE CHILD MAKES 6 CONSECUTIVE INCORRECT RESPONSES OR NON-RESPONSES.

## **VI. TASK 3: PPVT**

MATERIALS: PPVT TESTING MANUAL, SCORING FORM, AND PENCIL/PEN

FOLLOW INSTRUCTIONS IN THE PPVT TESTING MANUAL.

IF THE CHILD POINTS TO OR DRAGS THEIR FINGER ACROSS MORE THAN ONE PICTURE, REMIND HIM/HER TO JUST POINT TO ONE PICTURE AND SAY:

**“Which one is (TARGET OBJECT)?”**

A CEILING IS ACHIEVED WHEN THE CHILD MAKES 8 INCORRECT RESPONSES OR NON-RESPONSES PER SET.

## **VII. TASK 4: STORY AND PRINT CONCEPTS**

MATERIALS: "GOOD NIGHT MOON" BOOK, STORY AND PRINT CONCEPTS SCORING FORM, AND PENCIL/PEN

REPOSITION YOURSELF TO SIT CLOSER TO THE CHILD SO YOU CAN BOTH SEE THE BOOK.

COMPLETE STORY AND PRINT CONCEPTS SCORING FORM UP TO H3.

WHEN IT IS TIME FOR YOU TO BEGIN READING THE BOOK, HOLD THE BOOK FOR THE CHILD SO YOU CAN TURN THE PAGES APPROPRIATELY.

ALTHOUGH THE CHILD MAY WANT TO HOLD THE BOOK, EXPLAIN THAT IT IS YOUR TURN NOW AND HE/SHE WILL GET A TURN SOON. MINIMIZE THE CHILD'S HANDLING OF THE BOOK.

MARK PAGES 6 AND 25 WITH A STICKER AS A REMINDER TO ASK ITEMS H4 AND H5 OF THE FORM.

## VIII. TASK 5: SPEECH SAMPLE AND FREE-PLAY

MATERIALS: TIMER, VIDEO CAMERA, PROTECTIVE WHITE BOARD, 2 CANS OF PLAY DOH, ROLLING PIN, COOKIE CUTTER

TIME: 2 MINUTES FOR SPEECH SAMPLE  
8 MINUTES FOR FREE PLAY

SETTLE THE CAREGIVER AND CHILD AT THE TABLE.

CHECK YOUR FRAMING THROUGH THE CAMERA'S VIEWFINDER!



START VIDEO CAMERA

### I. SPEECH SAMPLE:

SAY TO THE CAREGIVER:

**"We'd like you to get (CHILD) to tell us about something exciting that's happened recently. It could be a family outing, a birthday celebration, or any unusual event that involved (him/her)."**



START TIMING NOW

BUSY YOURSELF WITH PAPERWORK.

ALLOW NO MORE THAN 2 MINUTES FOR THE DISCUSSION. THE DISCUSSION MUST BE AT LEAST 1 MINUTE IN DURATION. IF CAREGIVER AND CHILD FINISH IN LESS THAN 1 MINUTE, YOU MAY PROMPT THEIR DISCUSSION BY SAYING:

**"You still have a little more time. Have you told us everything about (EXCITING EVENT)?"**

DO NOT ALLOW MORE THAN 2 MINUTES IN TOTAL FOR THE DISCUSSION.

## **II. FREE PLAY:**

AFTER THE SPEECH SAMPLE, PLACE THE PROTECTIVE BOARD ON THE TABLE AND GIVE THE CAREGIVER AND CHILD 2 CANS OF PLAYDOH, THE ROLLING PIN, AND 1 COOKIE CUTTER.

SAY TO THE CAREGIVER AND CHILD:

**“Here are some things for the two of you to play with. This will give me a chance to catch up on my paperwork and give (CHILD) a break from so many questions.”**



START TIMING NOW

CHECK YOUR FRAMING THROUGH THE CAMERA’S VIEWFINDER!

FREE PLAY MUST CONTINUE FROM 5 TO 8 MINUTES, IF CAREGIVER AND CHILD STOP PLAYING IN LESS THAN 5 MINUTES, SAY:

**“I still have a little more work to do. You can keep playing.”**

AT THE END OF 8 MINUTES SAY:

**“Ok, you can go ahead and clean up and we will finish up some other things.”**

ALLOW THE CAREGIVER TO STRUCTURE THE CLEAN UP, RATHER THAN GIVING INSTRUCTIONS.

TRY NOT TO INTERACT WITH THE CAREGIVER OR CHILD UNTIL 1 MINUTE AFTER CLEANUP BEGINS. IF A CAREGIVER OR CHILD ATTEMPTS TO ENGAGE YOU, NOD OR ANSWER BRIEFLY AND RETURN TO YOUR PAPERWORK.

IF THE CHILD STOPS INTERACTING WITH HIS/HER CAREGIVER DURING CLEANUP, ASK HIM/HER TO RETURN TO THE TASK.

AFTER THE CAREGIVER AND CHILD HAVE CLEANED UP, SEARCH FOR ANY NOTICEABLE BITS OF PLAYDOH ON THE FLOOR, COUCH, ETC., AND THROW THEM AWAY.

SAY TO CHILD:

**“(CHILD), you can keep the Play Doh.”**

## **IX. TASK 6: LEITER-R EXAMINER RATING SCALE**

RATE INTERACTION WITH THE CHILD DURING TESTING ONLY (TASKS 1 TO 4), WITH THE EXCEPTION OF ITEM G. "EASE OF RELATIONSHIP (RAPPORT)"

DO NOT CONSIDER BEHAVIOR DURING OTHER SEGMENTS OF THE VISIT (E.G., DURING THE SPEECH SAMPLE OR FREE-PLAY)

SEE "INTERVIEWER RATINGS" FORM AND "FURTHER INSTRUCTIONS FOR INTERVIEWER RATINGS."