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Early Head Start

36-MONTH FATHER VIDEO PROTOCOL BOOKLET

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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.
Must be standardized administration.

SAY TO FATHER:

“I am going to videotape you and (CHILD) doing several different short activities. First, I’ll ask you to spend a few minutes doing any activity with (CHILD) that you choose to do. Then I will give (CHILD) some puzzles to work on. Finally, I have some materials for you and (CHILD) to play with.

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 materials have been cleaned before this visit.

While I set up the video equipment, please 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]. Once we start I’d like to complete each activity without interruptions. If the phone rings or someone comes to the door, I would appreciate it 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.

Do you have any questions?”

IF THERE ARE OTHER CHILDREN, BE SURE TO WORK OUT A STRATEGY WITH THE FATHER/FATHER-FIGURE 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
- PLACE MAT ON THE FLOOR
- MAKE SURE TRIPOD IS AT CORRECT LEVEL. MAKE SURE YOU POSITION THE CAMERA SO YOU CAN FRAME THE FATHER/FATHER-FIGURE, 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 THE VIDEO PERMISSION FORM **WITH** THE FATHER/FATHER-FIGURE AND ASK HIM TO **PRINT** HIS NAME AND HIS CHILD’S NAME AND SIGN THE FORM. YOU MUST SIGN THE FORM TOO. LEAVE AN EXTRA COPY OF THE CONSENT FORM WITH THE FATHER/FATHER-FIGURE.

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 THE 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: YOUR CHOICE

MATERIALS: TIMER

SAY TO FATHER/FATHER-FIGURE:

“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 (dads/men) have chosen to have a snack with the child, others have chosen to play with a toy, or to rough house. What activity would you like to do with (CHILD)?

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

Please start by sitting on the mat, but feel free to move around as little or as much as you’d like during this activity. 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 2 TO THE FATHER/FATHER-FIGURE.



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

TASK 2: PROBLEM SOLVING

MATERIALS:

PUZZLE #1 (KITTENS), PUZZLE #2 (AIRPLANE), AND
PUZZLE #3 (DAZZLE THE DINOSAUR)
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

Q: What should I do while (CHILD) is working on the puzzle?

A: That’s completely up to you, but please let (CHILD) work on it by (himself/herself) first.

Q: What if (CHILD) can’t do the puzzle?

A: 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 3: FREE PLAY

MATERIAL:

BAG #1: *THE VERY BUSY SPIDER* BOOK
BAG #2: DOCTOR KIT AND ANIMAL TOY
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 FATHER/FATHER-FIGURE WITH BAG #1 TO THE FATHER’S/FATHER-FIGURE’S LEFT, BAG #2 IN THE MIDDLE, AND BAG #3 TO FATHER’S/FATHER-FIGURE’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:



10 min

SAY TO THE FATHER/FATHER-FIGURE:

“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 FATHER/FATHER-FIGURE:

“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 FATHER/FATHER-FIGURE:

“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 FATHER/FATHER-FIGURE 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 FATHER/FATHER-FIGURE AND GIVE CHILD GIFT

SAY TO FATHER/FATHER-FIGURE:

“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 FATHER/FATHER-FIGURE QUESTIONNAIRE