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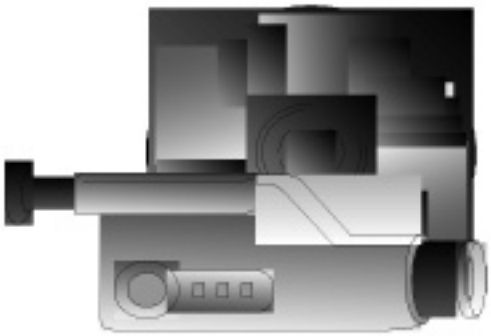

Early Head Start

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.

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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 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. <u>DO NOT</u> 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 <u>ONE MINUTE</u>, 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:

4 min

"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.

4 min

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. <u>DO NOT</u> 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.

10 min

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