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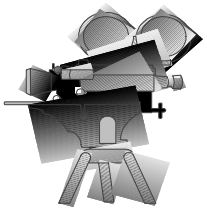

Early Head Start

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.

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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**.

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. <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 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:

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: 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:

3 min

"You can begin now."

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. <u>DO</u> <u>NOT</u> MAKE EYE CONTACT WITH THE CHILD.

PLACE KEYS <u>ONLY</u> 2 FEET FROM THE CHILD.

START TIMER: 2 MINUTES:

2 min

“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