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Early Head Start

VIDEOTAPED PROTOCOL BOOKLET

for

3 YEAR OLDS

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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.

“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

- 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 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:



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