

parent-child
relationship
programs at the
Barnard Center



WHAT ELSE IS NEW BESIDES
TRAINING VIDEOS? OUR NEW NAME!



STRUCTURE OF THE BARNARD CENTER



Research



parent-child
relationship
programs at the
Barnard Center

Dissemination

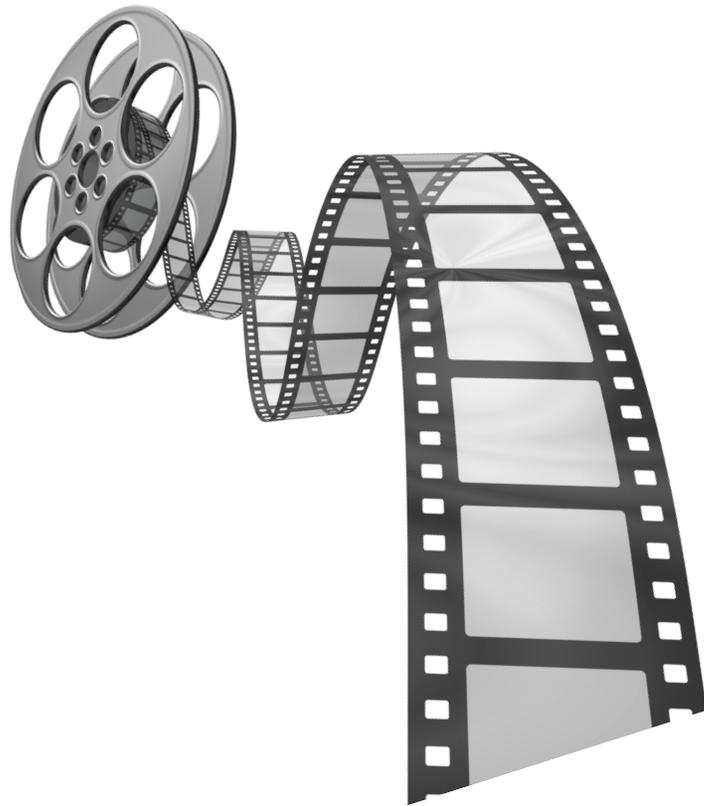


Workforce
Development



INTRODUCTION TO NCAST PCI FEEDING & TEACHING SCALES

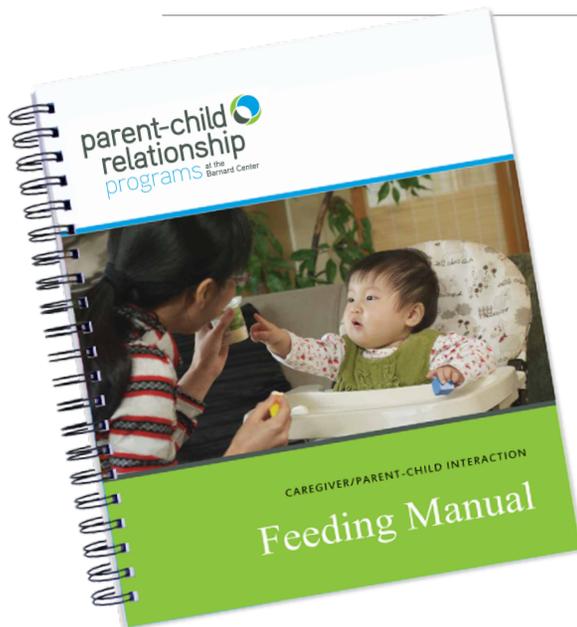
- ❑ 35 minutes – Presented by Dr. Monica Oxford
 - ❑ New? More clearly emphasizes the core concepts of Infant Mental Health that are embedded in Dr. Barnard's Feeding and Teaching scales
 - ❑ Foundational information to have before moving on to learning the scales
 - ❑ Could also be used as an introduction to learning about the importance of the dyadic dance with others that are not going on to learn the scales
- 



INFANT CUES
16 MINUTES

OVERVIEW
F SCALE
6 MINUTES

SENSITIVITY TO CUES SUBSCALE – 15 MIN



Page 59

3-Month-Old and Mother

Breastfeeding

2:53 Minutes

Page 60

Sensitivity to Cues Subscale Practice Rating

3-Month-Old and Mother

Breastfeeding

2:53 Minutes

I. SENSITIVITY TO CUES		YES	NO
1. Caregiver positions child so that child is safe but can move his/her arms).	X		Both arms must be restricted to score no
2. Caregiver positions child so that the child's head is higher than hips.	X		For entire feeding
3. Caregiver positions child so that trunk-to-trunk contact is maintained during more than half of the feeding (>50%).	X		Continuously
4. Caregiver positions child so that eye-to-eye contact is possible.	X		For entire feeding
5. Caregiver's face is at least 7-8 inches or more from the child's face during feeding except when kissing, caressing, hugging, or burping the child.	X		Only closer while burping which is an exclusion
6. Caregiver smiles, verbalizes, or makes eye contact with child when child is in open-face gaze position.		X	Child not in open-face-gaze at 1:43, eye contact with his mother is not the same as making his face available.
7. Caregiver comments verbally on child's hunger cues prior to or up to the first minute of the feeding.	X		"You might be a little hungry"-:02; "Okay, you are definitely seeing like you want this" :26 to hand/mouth, flexed, mouth open.
8. Caregiver comments verbally on child's satiation cues before terminating the feeding.	X		"I think you're done. You're getting a little squirrely" :2:22
9. Caregiver varies the intensity of verbal stimulation during the feeding.	X		Lots of variation in her tone
10. Caregiver varies intensity of rocking or moving the child during the feeding.	X		Sitting on lap to breast :08; up to shoulder :2:35
11. Caregiver varies the intensity or form of touch during the feeding.	X		Kisses :06, caress 1:21, wipes face 1:23, back patting at end
12. Caregiver allows pauses in the feeding when the child shows potent disengagement cues or is in the pause phase of the suck-pause sequence of sucking.	X		Allows release of nipple several times
13. Caregiver slows the pace of the feeding or pauses when child shows subtle disengagement cues.	X		Allows child to set the pace. Increased foot movement, hand to head
14. Caregiver terminates the feeding when the child shows satiation cues or when other methods have proven unsuccessful.	X		releases nipple, increased foot movement, hand to mouth
15. Caregiver allows child to suck and/or chew without interruption.	X		Never interrupts sucking; allows off and on the nipple
16. Caregiver only offers food when the child is attending.	X		Breastfeeding almost never a no. Allows baby to nurse as desired
TOTAL YES ANSWERS		15	



RESPONSE TO DISTRESS SUBSCALE 8 MINUTES

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Page 65

4-Month-Old and Mother

Breastfeeding

2:20 Minutes

Response to Distress Subscale Practice Rating

4-Month-Old and Mother

Breastfeeding

2:20 Seconds

II. RESPONSE TO CHILD'S DISTRESS

Yes No (Potent disengagement cues observed)

	YES	NO	
17. Caregiver stops or starts feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Stops at each pdc, allows baby to return when ready
18. Caregiver changes the child's position.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Cradles but no reposition
19. Caregiver makes positive or sympathetic verbalization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"There you go, take a big breath" "Oh, my goodness" "A little tough, huh?"
20. Caregiver changes voice volume to softer or higher pitch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Whispers "yeah" and says "you alright there?" in higher pitch voice after cough
21. Caregiver makes soothing non-verbal efforts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pats on back :24 and 1:03
22. Caregiver diverts child's attention by playing games, introducing toy, or making faces.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not seen
23. Caregiver avoids making negative verbal responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None
24. Caregiver avoids making negative comments to home visitor about child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None
25. Caregiver avoids yelling at child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None
26. Caregiver avoids using abrupt movements or rough handling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None
27. Caregiver avoids slapping, hitting, or spanking the child.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	None
TOTAL YES ANSWERS	9		

Check the potent disengagement cues (PDCs) observed during the feeding interaction (including PDCs that terminate the feeding or occur after caregiver has terminated the feeding).

<input type="checkbox"/> Back arching	<input type="checkbox"/> Pale/red skin
<input type="checkbox"/> Choking	<input checked="" type="checkbox"/> Pulling away :09, :22, :44, :58, 1:21, 1:30, 1:52
<input checked="" type="checkbox"/> Coughing 1:43	<input type="checkbox"/> Pushing away
<input type="checkbox"/> Crawling away	<input type="checkbox"/> Saying "no"
<input type="checkbox"/> Cry face	<input type="checkbox"/> Spitting
<input type="checkbox"/> Crying	<input type="checkbox"/> Spitting up
<input type="checkbox"/> Feeding	<input type="checkbox"/> Toy pouted
<input type="checkbox"/> Halt hand	<input type="checkbox"/> Vomiting
<input type="checkbox"/> Lateral head shake	<input type="checkbox"/> Walking Away
<input type="checkbox"/> Maximal lateral gaze aversion	<input type="checkbox"/> Whining
<input checked="" type="checkbox"/> Overhand beating movements 1:55	<input type="checkbox"/> Withdraw from alert to sleep state

NOTE:
Grunting at 1:41, not fussing.

SOCIAL-EMOTIONAL GROWTH FOSTERING SUBSCALE – 9 MINS



Page 71

6-Month-Old and Mother

Breastfeeding

1:28 Minutes

Page 72

Social-Emotional Growth Fostering Subscale Practice Rating

6-Month-Old and Mother

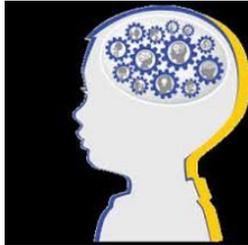
Breastfeeding

1:28 Seconds

III. SOCIAL-EMOTIONAL GROWTH FOSTERING

	YES	NO	
28. Caregiver pays more attention to child during feeding than to other people or things in the environment.	X		Entire feeding
29. Caregiver is in "en face" position for more than half of the feeding.	X		Just >50% (:45 en face, :41 not) subtle changes*
30. Caregiver succeeds in making eye contact with child once during feeding.		X	Not seen
31. Caregiver's facial expression changes at least twice during feeding.	X		Smiles :01, :28, 1:14
32. Caregiver engages in social forms of interaction (plays games with child) at least once during the feeding.		X	No response from baby
33. Caregiver uses positive statements in talking to child during the feeding.	X		"let me help you" "holding mommy's shirt"
34. Caregiver praises child or some quality of the child's behavior during the feeding.		X	None heard
35. Caregiver hums, croons, sings or changes the pitch of his/her voice during the feeding.	X		Changes pitch of voice several times, "that good?" "Mmhhm" 1:14
36. Caregiver laughs or smiles during the feeding.	X		Smiles at onset
37. Caregiver uses gentle forms of touching during the feeding.	X		Pats bottom, touches head, cradles
38. Caregiver smiles, verbalizes or touches child within five seconds of child smiling or vocalizing at parent.		X	Did not see child smile or hear child vocalize.
39. Caregiver avoids compressing lips, grimacing, or frowning when making eye contact with child.	X		Not seen.
40. Caregiver avoids slapping, hitting, shaking, or grabbing the child or child's extremities during the feeding.	X		Not seen.
41. Caregiver avoids making negative comments or uncomplimentary remarks to the child or observer about the child or child's behavior.	X		None heard.
TOTAL YES ANSWERS	10		

*harder to see as mom moves out of en face as she does it slowly. It is easier to recognize when she returns to en face which should help you differentiate when fully aligned.



COGNITIVE GROWTH FOSTERING SUBSCALE – 10 MINS

PAGE 77

12-Month-Old and Mother

Solid Feeding

2:37 Minutes

PAGE 78

Cognitive Growth Fostering Subscale Practice Rating

12-Month-Old and Mother

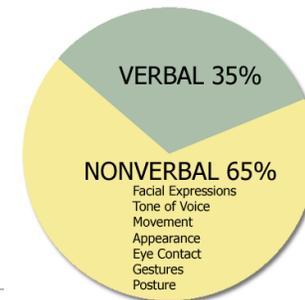
Solid Feeding

2:37 Seconds

IV. COGNITIVE GROWTH FOSTERING

	YES	NO	
42. Caregiver provides child with objects, finger foods, toys, and/or utensils.	X		Spoon and Cheerios provided
43. Caregiver encourages and/or allows the child to explore the breast, bottle, food, cup, bowl or the caregiver during feeding.	X		Allowed child to hold spoon and eat Cheerios
44. Caregiver talks to the child using two words at least three times during the feeding.	X		"You want some more?" "We're eating apple cherry sauce!" "Here you go!"
45. Caregiver verbally describes food or feeding situation to child during feeding.	X		Labels apple cherry sauce :36, Cheerios 1:56, and spoon 2:34
46. Caregiver talks to child about things other than food, eating, or things related to feeding.		X	All talk is related to feeding (more, doing good, Cheerios, etc.)
47. Caregiver uses statements that describe, ask questions or explain consequences of behavior, more than commands, in talking to child.	X		All statements and questions. No commands
48. Caregiver verbally responds to child's sound within five seconds after child has vocalized.	X		Child vocalizes 2:13/ mother responds with "mhmm" at 2:14
49. Caregiver verbally responds to child's movement within five seconds of child's movement of arms, legs, hands, head, trunk.		X	No comments made about movement
50. Caregiver avoids using baby talk.	X		No baby talk used
TOTAL YES ANSWERS	7		

CLARITY OF CUES SUBSCALE - 11 MINS



PAGE 83

4-Month-Old and Mother

Breastfeeding

2:23 Minutes

PAGE 84

Clarity of Cues Subscale Practice Rating

4-Month-Old and Mother

Breastfeeding

2:23 Minutes

V. CLARITY OF CUES

	YES	NO	
51. Child signals a readiness to eat.	X		Mouth open, fussing sounds, turned to caregiver
52. Child displays a build-up of tension at the beginning of the feeding.	X		Arm flexed, fisted hand, vigorous suck
53. Child demonstrates a decrease in tension within a few minutes after the feeding has begun.	X		Sigh, more relaxed, no fist at 1:26
54. Child has periods of alertness during the feeding.	X		Eyes wide and bright :13, 1:16, 1:44
55. Child displays at least two different emotions during the feeding.	X		Content, curious 1:39, happy 1:44
56. Child has periods of activity and inactivity during the feeding.	X		Alternating patterns: inactive :53 - 1:03
57. Child's movements are smooth and coordinated during the feeding.	X		No jerky or atypical movement of arms or legs noted
58. Child's arm and leg movements are generally directed toward caregiver during the feeding.	X		Directed toward caregiver entire time
59. Child initiates contact with caregiver's face or eyes at least once during the feeding.	X		Contact made 2:08
60. Child vocalizes during the feeding.	X		Vocalizes at 2:02
61. Child smiles or laughs during the feeding.	X		Smiles 1:44
62. Child averts gaze, looks down or turns away during the feeding.	X		Turns away :32, 1:03, 1:13
63. Child actively resists food offered.		X	Behavior not seen
64. Child demonstrates satiation at end of the feeding.	X		Pleasant, mother comments on release of nipple
65. Child has less than three rapid state changes during the feeding.	X		Quiet alert, drowsy no rapid state changes observed
TOTAL YES ANSWERS	12		



RESPONSIVENESS TO CAREGIVER SUBSCALE – 8 MINS

PAGE 90

Responsiveness to Caregiver Subscale Practice Rating

4-Month-Old and Mother

Breastfeeding

2:16 Minutes

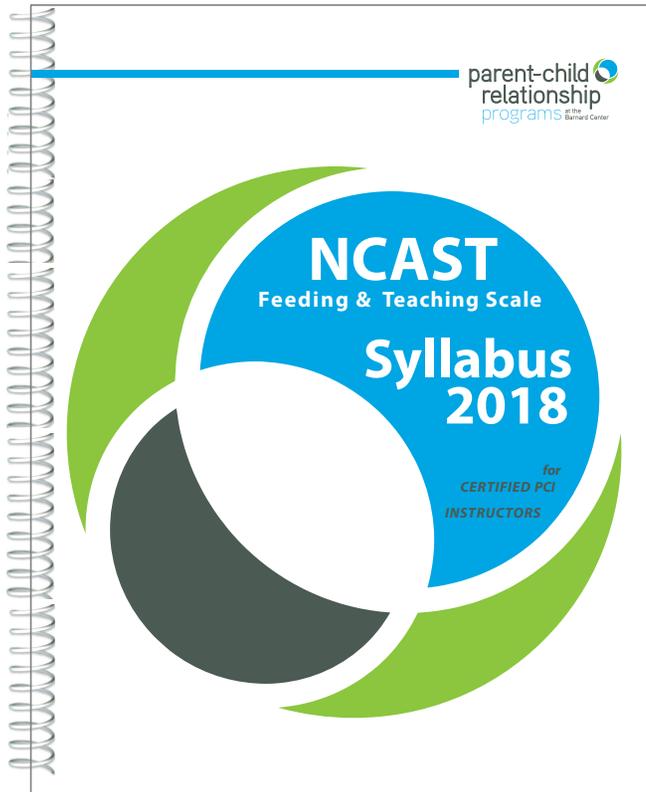
PAGE 89

4-Month-Old and Mother

Breastfeeding

2:16 Minutes

VI. RESPONSIVENESS TO CAREGIVER		YES	NO
66. Child responds to feeding attempts by the caregiver most of the time (75%).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Always responsive
67. Child responds to games, social play, or social cues of caregiver during the feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Finger play :17; several verbal repartees
68. Child looks in the direction of the caregiver's face after caregiver has alerted the child verbally or non-verbally during the feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"Gonna tell me about it?" :28, child looks at mother :30
69. Child vocalizes to caregiver during the feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Child vocalizes to caregiver at :48
70. Child vocalizes or smiles within five seconds of caregiver's vocalization.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Vocalizes :48 in response to "you getting sleepy?"
71. Child smiles at caregiver during the feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Smiles at 1:29
72. Child explores caregiver or reaches out to touch caregiver during the feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	:06, :13 touches breast
73. Child shows a change in level of motor activity within five seconds of being handled or repositioned by caregiver.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Parent did not reposition
74. Child shows potent disengagement cues during last half of the feeding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Pull away 1:28
75. Child shows potent disengagement cues within five seconds after caregiver moves closer than 7 to 8 inches from child's face.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	No looming
76. Child avoids turning away from caregiver, or averting gaze during first half of the feeding; once food has been secured.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Turns head away :27
TOTAL YES ANSWERS		8	



PAGE 25

FEEDING PRACTICE

1

ANAYA

2-MONTH-OLD
BREASTFEEDING

2

PAGE 27 FEEDING PRACTICE
JOHAN 5-MONTH-OLD BREASTFEEDING

3

PAGE 29 FEEDING PRACTICE
TEDEO-9 MONTH-OLD BOTTLE FEEDING

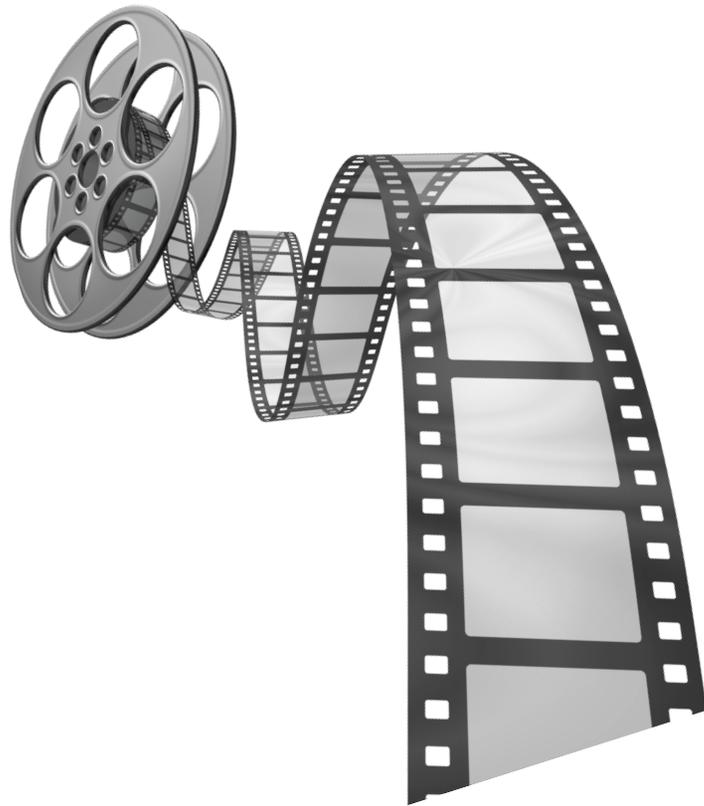
4

PAGE 31 FEEDING PRACTICE
CAROLINE 12-MONTH-OLD SOLID FEEDING



NCAST TEACHING SCALE

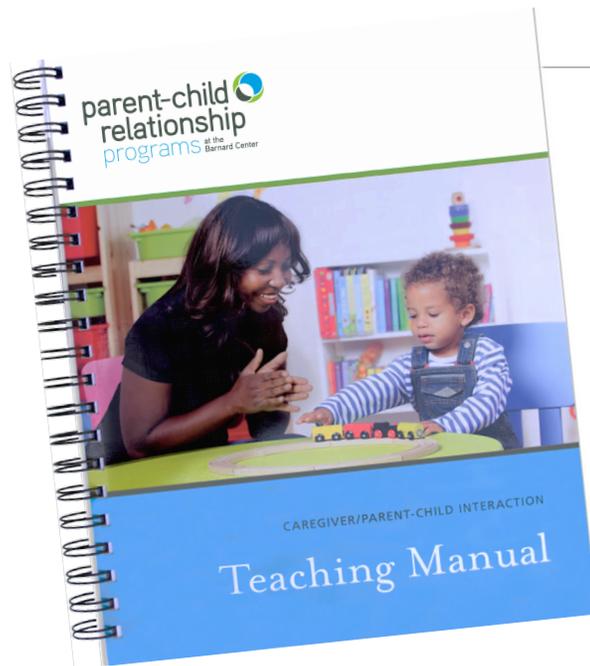




INFANT CUES
16 MINUTES

OVERVIEW
T SCALE
12 MINUTES

SENSITIVITY TO CUES SUBSCALE – 18 MINS



Page 53

27-Month-Old and Mother

Pull zipper up and down

:54 Seconds

Page 54

Sensitivity to Cues Subscale Practice Rating

27-Month-Old and Mother

Pull zipper up and down

:54 Seconds

I. SENSITIVITY TO CUES		YES	NO
1. Caregiver positions child so child is safely supported.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Safe and developmentally appropriate positioning
2. Caregiver positions child so that child can reach and handle teaching materials.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Table low, easy access to materials
3. Caregiver gets the child's attention before beginning the task, at the start of the teaching interaction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Child attending, mother presents and says "what is this?"
4. Caregiver gives instruction only when child is attentive (90%).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Attending 9 out of 10 instructions (only one not attending is last nonverbal instruction)
5. Caregiver allows child to explore the task material for at least five seconds before giving the first task-related instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Needed to hand over the cloth and allow 5 secs to explore
6. Caregiver positions child so that it is possible for them to have eye-to-eye contact with one another during the majority of the teaching episode (60%).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Eye contact possible >60% (38 of 54 seconds)
7. Caregiver pauses when the child initiates behaviors during the teaching episode.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Re-alerts and instructs when she goes off task, "no princess"
8. Caregiver praises child's successes or partial successes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	"Good job" at :35
9. Caregiver requires no more than three performances when child is successful at completing the task.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Only one performance
10. Caregiver changes position of child and/or materials after unsuccessful attempt by the child to do the task.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Repositioned cloth at :23 after unsuccessful attempt
11. Caregiver avoids physically forcing the child to complete the task.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Never forced completion
TOTAL YES ANSWERS		10	

RESPONSE TO DISTRESS SUBSCALE - 8 MINS



Page 59

Page 60

28-Month-Old and
Mother

Draw a shape (circle)

1:55 Minutes

Response to Distress Subscale Practice Rating Answers

28-Month-Old and Mother

Draw a shape (circle)

1:55 Minutes

II. RESPONSE TO CHILD'S DISTRESS

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Potent disengagement cues observed)	YES	NO
		X	
12. Caregiver stops the teaching episode.		X	Pauses at first "no", attempts to distract
13. Caregiver makes a positive, sympathetic or soothing verbalization.		X	:13 "no?" has sympathetic tone to whining
14. Caregiver changes voice volume to softer or higher pitch, does not yell.		X	Softer "what's this?" :17; "No? No? You wanna try?" softer tone :37
15. Caregiver rearranges the child's position and/or task materials.		X	Not observed. Retrieving crayon doesn't count
16. Caregiver makes soothing non-verbal response, e.g. pat, touch, rock, caress or kiss.		X	Not observed
17. Caregiver diverts the child's attention by playing games, introduces a new toy.		X	Successfully diverts with duck at 1:08
18. Caregiver avoids making negative comments to the child.		X	Not heard
19. Caregiver avoids yelling at the child.		X	Not heard
20. Caregiver avoids using abrupt movements or rough handling.		X	Not observed
21. Caregiver avoids slapping, hitting or spanking.		X	Not observed
22. Caregiver avoids making negative comments to home visitor about the child.		X	Not heard
TOTAL YES ANSWERS		9	

Check the potent disengagement cues (PDCs) observed during the teaching interaction (excluding PDCs that terminate the teaching or occur after caregiver has terminated the teaching).

<input type="checkbox"/> Back arching	<input type="checkbox"/> Pale/red skin
<input type="checkbox"/> Choking	<input checked="" type="checkbox"/> Pulling away :56
<input type="checkbox"/> Coughing	<input checked="" type="checkbox"/> Pushing away :26
<input type="checkbox"/> Crawling away	<input checked="" type="checkbox"/> Saying "no" :28, :37, 1:02
<input type="checkbox"/> Cry face	<input type="checkbox"/> Spitting
<input type="checkbox"/> Crying	<input type="checkbox"/> Spitting up
<input type="checkbox"/> Fussing	<input checked="" type="checkbox"/> Tray pound :51
<input type="checkbox"/> Halt hand	<input type="checkbox"/> Vomiting
<input type="checkbox"/> Lateral head shake	<input type="checkbox"/> Walking Away
<input type="checkbox"/> Maximal lateral gaze aversion	<input checked="" type="checkbox"/> Whining :10, 1:01
<input checked="" type="checkbox"/> Overhand beating movements 1:20	<input type="checkbox"/> Withdraw from alert to sleep state

SOCIAL-EMOTIONAL GROWTH FOSTERING SUBSCALE - 11 MINS



Page 66

Page 65

3-Month-Old and Mother

Hold the rattle

1:17 Minutes

Social-Emotional Growth Fostering Subscale Practice Answers

3-Month-Old and Mother

Hold the rattle

1:17 Minutes

III. SOCIAL-EMOTIONAL GROWTH FOSTERING	YES	NO	
23. Caregiver's body posture is relaxed during the teaching episode (90%).	X		Relaxed body posture; rounded shoulders, smooth movements
24. Caregiver positions self face-to-face with the child during the teaching interaction (60%).	X		Heads aligned entire time
25. Caregiver laughs or smiles at child during the teaching interaction.	X		Smiles at onset
26. Caregiver gently pats, caresses, strokes, hugs or kisses child during episode.		X	No affectionate touch observed
27. Caregiver smiles or touches child within five seconds after the child smiles or vocalizes.	X		Child smiles at :15 and caregiver smiles at :18
28. Caregiver praises child's efforts or behaviors broadly (in general) at least once during the episode.		X	No broad praise heard
29. Caregiver makes cheerleading type statements to the child during the teaching interaction.	X		:54 "You're really close!"
30. Caregiver avoids vocalizing to the child at the same time the child is vocalizing.	X		Not heard
31. Caregiver avoids making general negative or uncomplimentary remarks about the child.	X		Not heard
32. Caregiver avoids yelling at the child during the episode.	X		Not heard
33. Caregiver avoids making critical or negative comments about the child's task performance.	X		Not heard
TOTAL YES ANSWERS	9		

COGNITIVE GROWTH FOSTERING SUBSCALE – 28 MINS



Page 73

29-Month-Old and Mother

Draw a shape (square)

1:48 Minutes

Page 74

Cognitive Growth Fostering Subscale Practice Rating

29-Month-Old and Mother

Draw a shape (square)

1:48 Minutes

IV. COGNITIVE GROWTH FOSTERING	YES	NO	
34. Caregiver provides an immediate environment which is free from distractions from animate sources (siblings, pets, other people, TV, etc.).	X		No distractions
35. Caregiver focuses attention and child's attention on the task during most of the teaching (80% of the time).	X		Entire time
36. After caregiver gives instructions, at least five seconds is allowed for the child to attempt the task before caregiver intervenes again.	X		Mother allows time for performance. Child refuses several times.
37. Caregiver allows non-task manipulation of the task materials after the original presentation.	X		Name scribbling
38. Caregiver describes a quality of the task materials to the child.		X	Materials not described. Never says crayon or paper
39. Caregiver uses at least two different sentences or phrases to describe the task to the child.	X		"Draw a square" "Put lines like this"
40. Caregiver uses explanatory verbal style more than imperative style in teaching the child.	X		Explained, asked questions, described. No commands heard
41. Caregiver's directions are stated in clear, unambiguous language (for example, ambiguous = "stack", unambiguous = "stack the blocks").		X	Never says crayon or paper.
42. Caregiver uses both verbal description and modeling simultaneously in teaching any part of the task.	X		Demonstrates and talks about what she is doing :27
43. Caregiver encourages and/or allows the child to perform the task at least once before intruding in on the use of the task materials.	X		Encourages but child refuses. Caregiver never intrudes in use of materials either.
44. Caregiver verbally praises child after child has performed better or more successfully than the last attempt.	X		"Very good! You got all the sides!" 1:41 after previous refusals to do task
45. Caregiver smiles and/or nods at the child after child performs better or more successfully than the last attempt.	X		Smiles at 1:41 with above praise
46. Caregiver responds to the child's vocalizations with a verbal response.	X		Child vocalizes, mother responds many times
47. Caregiver uses both verbal and non-verbal instruction in teaching the child.	X		Models and describes from :10 -:33
48. Caregiver uses the teaching loop at least once.	X		1:15 - 1:43 ("try drawing a square"; child performs after writing "name"; mother smiles and praises)
49. Caregiver signals completion of task to child verbally or nonverbally.	X		Child says "no" to question about doing another, mother responds with okay
50. Caregiver spends no more than five minutes and not less than one minute in teaching the child the task.	X		1:48 seconds
TOTAL YES ANSWERS	15		

CLARITY OF CUES SUBSCALE- 6 MINS

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12-Month-Old and Mother

Take lid off container

2:01 Minutes

Clarity of Cues Subscale Practice Rating

12-Month-Old and Mother

Take lid off container

2:01 Minutes

V. CLARITY OF CUES	YES	NO	
51. Child is in the quiet alert state when task first presented.	X		Crying as video opens but transitions to quiet alert when mother presents task
52. Child widens eyes and/or shows postural attention to task situation.	X		Postural attention at :06; eyes wide and bright at :41 and again 1:41
53. Child changes intensity or amount of motor activity when task material is first presented.	X		Stills at :05, then reaches for material :07
54. Child's movements are clearly directed toward the task or task material or away from the task material (not diffuse).	X		Movements are not diffuse
55. Child makes clearly recognizable arm movements during the teaching episode (clapping, reaching, waving, pounding, pointing, pushing away).	X		Reaches, pounds table
56. Child vocalizes while looking at the task materials.	X		Vocalizes at 1:20, again at 1:49
57. Child smiles or laughs during the episode.		X	No smile or laugh
58. Child grimaces or frowns during the teaching episode.	X		Frowns at 1:14
59. Child displays potent disengagement cues during the teaching interaction.	X		Several examples - cry face/whining :23, MLGA :56, tray pounding 1:40
60. Child displays subtle disengagement cues during the teaching interaction.	X		Many - lip compression :51, turn head :53, 1:01 head lowering, 1:08 gaze aversion/turn head
TOTAL YES ANSWERS	9		

RESPONSIVENESS TO CAREGIVER SUBSCALE – 15 MINS

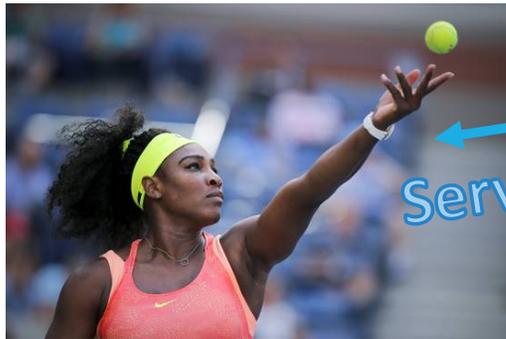
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Page 85

21-Month-Old and Father

Button the button

1:26 Minutes



Serve & Return

Responsiveness to Caregiver Subscale Practice Answers

21-Month-Old and Father

Button the button

1:26 Minutes

VI. RESPONSIVENESS TO CAREGIVER	YES	NO	
61. Child gazes at caregiver's face or task materials after the caregiver has shown verbal or non-verbal alerting behavior.	X		Gazes at task materials :03
62. Child attempts to engage caregiver in eye-to-eye contact.	X		looks in direction of father's face while he is instructing :07
63. The child looks at the caregiver's face or eyes when caregiver attempts to establish eye-to-eye contact.	X		When father alerts with "let's play this one" at :02
64. Child vocalizes or babbles within five seconds after caregiver's verbalization.	X		Vocalizes at :31 to father verbalization; again at :52 to father's instructions
65. Child vocalizes or babbles within five seconds after caregiver's gesturing, touching or changing his/her facial expression.	X		Vocalizes at :31 after father touches/gestures; touches head (-:47), then arm (-:49) and child vocalizes at :51
66. Child smiles at caregiver within five seconds after caregiver's verbalization.		X	Child does not smile at caregiver
67. Child smiles at caregiver within five seconds after caregiver's gesture, touch or facial expression changes.		X	Child does not smile at caregiver
68. When caregiver moves closer than eight inches from the child's face, the child shows some subtle and/or potent disengagement cues.		X	Father never moves closer than 7-8"
69. Child shows subtle and/or potent disengagement cues within five seconds after caregiver changes facial expression or body movement.	X		Pull away at onset to movement, tongue show to movement :27, at :41 father moves and child responds with increased foot movement and tongue show at :45
70. Child shows subtle and/or potent disengagement cues within five seconds after caregiver's verbalization.	X		Same responses as above to father verbalizations
71. Child shows potent and/or subtle disengagement cues when caregiver attempts to intrude physically in the child's use of the task materials.	X		Pull away at :39 to father intrusion in use of cloth/button
72. Child physically resists or responds aggressively when caregiver attempts to intrude physically in the child's use of the task materials.		X	Not aggressive response to intrusion
73. The child stops displaying potent disengagement cues within 15 seconds after caregiver's soothing attempts.	X		Pull away at 1:12, gently touches head at 1:14, back on task by 1:22
TOTAL YES ANSWERS	9		

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TEACHING PRACTICE #1

STELLA

3-MONTH-OLD

TRANSFER BLOCK



PAGE 58 - PRACTICE #2

11 MONTHS OLIVIA – PULL CAR BY STRING

PAGE 60 - PRACTICE #3

21 MONTHS ANDRE – PUT BEADS ON STRING

PAGE 62 - PRACTICE #4

36 MONTHS GABRIEL – CUT SHAPE W/ SCISSORS



PUTTING IT ALL TOGETHER!

WHAT'S INSIDE THE NEW VIDEO CASE?

NCAST
Parent-Child Interaction Feeding and Teaching Scales

USB 1
INSTRUCTION
Introduction
Infant Cues
Feeding Scale
 Overview
 Item Instruction
 Practice Videos
Teaching Scale
 Overview
 Item Instruction
 Practice Videos

USB 2
RELIABILITY
Feeding
Teaching

USB 3
INSTRUCTOR RESOURCES

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NCAST
Parent-Child Interaction
Feeding and Teaching Scales

**INSTRUCTIONAL
VIDEO SERIES**

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*To be used by Certified NCAST Instructors ONLY.

INSIDE YOUR NCAST PCI VIDEO CASE

#1 Instruction

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Instruction
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#2 Reliability

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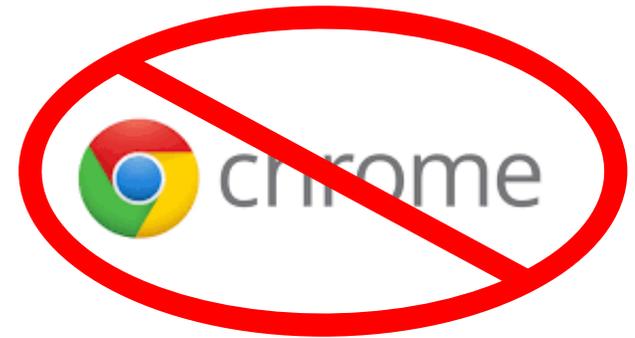
Reliability
pcrp@uw.edu

#3 Resources

ncast 

Resources
pcrp@uw.edu

Browsers that work with PCI USB drives:





Let's
navigate
the drives
together...

“I’M SO USED
TO THE ‘OLD’
VIDEOS, I’M
HESITANT TO
JUMP IN!”



Getting Started. . .

- Start by watching the Introduction and Cues before you teach. Some of the areas/education you may have been offering AFTER watching the videos previously will be covered in the new videos.
- Watch each subscale and practice video. Stop and start at the time points that are examples for why the answer is what it is.
- Remember, there may be more reasons as to why the answer is what it is; we give you examples and the list may or may not be inclusive.
- Watch the practice videos and look for the time stamps. Rely on those for teaching; just like you do now. “Let’s go back and look together” and “let’s go back and read the item.”

HOW DO WE MAKE THE TRANSITION?

- ✓ YOU MAY SUBMIT RELIABILITIES FROM THE “OLD” VIDEOS UNTIL **JANUARY 1, 2019**
 - ✓ **ONLY** RELIABILITIES CODED WITH THE “NEW” VIDEOS WILL BE ACCEPTED AFTER THAT DATE
 - ✓ IF YOU WISH TO USE THE **OLD MANUALS** WITH THE **NEW VIDEOS**, YOU MAY PRINT THE **“NEW SUBSCALE ANSWERS”** FROM YOUR RESOURCE USB DRIVE, IN THE “NEW LEARNER” FOLDER AND USE THE ONES YOU HAVE IN STOCK
 - ✓ PUT **“NEW”** OR **“OLD”** AT THE TOP OF THE CLASS ROSTER AND RELIABILITY FORMS WHEN SENDING THEM IN TO OUR OFFICE
- 