

Teaching Scale Item Description Clarification Sheet

Some Teaching items may need further clarification. Please highlight the following sentences or clauses or add comments to the item descriptions.

Sensitivity to Cues and "Praise" items

#5. Remember this is a two-part item. The mother must give all of the task materials to the child before she gives any type of instruction AND she must let him/her explore the materials for at least five seconds if she is to get a yes. So if the task is *string beads* she needs to give the child the string AND the beads AND allow 5 seconds for the child to explore any part of the materials. The exception to this is if the child is 4 months of age or younger or the child doesn't show any interest to explore. (See item description).

Note: If you just read the item 'stem' listed on the Teaching scale you may not get the total picture that includes handing over the materials to the child. Please refer to your manuals frequently when scoring.

#8, 28, 29. There are 3 items that relate to praise. These are #8, #28, and #29.

8 is really concerned with the task. If the child does the task or almost does the task and the parent says "good" that's right" "there" it is scored a yes because it is directly related to the task.

In **#28** this is praise that is general, such as "you sure are a good worker" "good job" "you worked hard and got it done", or "You sure are smart", or "You are terrific". This type of praise is broad and more general about the child's behavior or his whole task effort, not just the specifics of the task. Often heard at the end of the episode.

#29. These are the remarks caregivers make that encourage or motivate the child to keep going and keep trying such as "you can do it ", "try", "that's it", "just one more," don't give up, "keep trying." These are meant to motivate the child to keep trying to do the task. It is the word, *not the tone* that determines this item.

#9. We are very generous in what we consider success on the Teaching task. The purpose of this scale is to assess the interaction between mother and child not whether the child can do the whole task all by him or herself. Therefore a successful completion of the task can occur following the help or guidance of the mother. For instance if the mother stacks a couple blocks and the baby stacks blocks on top of those that is considered successful completion. The child doesn't have to do the task *all by himself* to be 'successful completion'. If the task is to stack 6 blocks and the last one falls off or the tower falls down as they are putting the last blocks on top, consider that a successful completion as well. The caregiver can guide the arm lifting the cloth or guide an infant's arm to reach for the rattle, and so on.

The second part of this item is "how many performances does the mother require when the child is successful at completing the task?" If she requires more than 3 performances, score no.

#10. Highlight third sentence. *If the child has only successful attempts, score, yes.*

#11. Highlight the last sentence of the description.

Response to Distress Subscale

Remember (1) scoring is cumulative; (2) the caregiver must attempt to alleviate the child's distress within 5-10 seconds of the potent disengagement cues; (3) the potent disengagement cues that terminate the teaching are not scored in this subscale; (4) if any of the mother's responses occur only in response to distress they are not scored elsewhere and vice versa.

#17. Highlight the NOTE at the end of the item description.

Social Emotional

#25. Highlight second sentence: *It is not necessary that the child see this smile.*

#30. Highlight NOTE at the end of the description: *If the child does not vocalize, score no.*

Cognitive Growth

#37. Highlight the last sentence: *Visual exploration is acceptable four months or younger.*

#38. Describes a quality of the task materials. These include descriptions of the task materials that involve the senses and can be adjectives or adverbs, i.e. texture, color, shape, taste, feel, size, sound, etc. In order to make sense to the child the description needs to be connected to the task material. However, they don't have to be connected in the same sentence—they just must be close enough for the child to make the connection e.g. "Look at these beads." A bit later, "There is a white, round one." Other phrases/words that meet the descriptive qualities item might be: the *square* book with *hard* pages, the *blue* blocks, the *white smooth* cup that has a *handle* to hold on with, the rattle makes a sound, etc. Many caregivers say "there are six of these, can you stack them." Although we know they/them are called blocks, children have not been exposed as much to vocabulary like adults have and may not know what "these" are. To develop good *cognitive* skills everything should be labeled and subsequently described. Thus the descriptive qualities item!

#39. Two different sentences to describe the task. These can be just small variations such as "lift the cover" and "pick up the cover"; we are looking for different ways caregivers give instructions. We hope that they vary their instruction even if it is *slight*.

#40. **Explanatory** style includes statements, questions, explaining consequences. *Explanatory language is anything that is not imperative.* **Imperative** style includes commands only such as "do it", "don't do it", "put it here", "over here", "stop it", "start", etc. To score a yes the caregiver has to have **more** explanatory remarks than imperative remarks during the teaching.

#41. For this item all the parts of the task must be *labeled at some point* during the teaching. A mother might start the task to *String Beads* by saying "String them." Later on in the teaching she may say, "Do you like playing with the beads?" She would score a yes because she has says "string" and "beads" at some time during the teaching.

**To do well in the Cognitive Growth subscale as well as others I recommend you write down all that the caregiver says without taking your eyes off the video. This practice seems to improve scores in this area. All you need to do is refer back to what you have written down about what the mother says and determine whether it was specific praise, general praise, encouragement; or whether perceptual qualities were described; how many different statements were made; were there more imperative statements than explanatory ones, etc. Your writing may look like scrawl but your scores will most likely improve.

#44-45. This is rated a yes on children who show improvement in doing the task during the teaching. If a child does the task correctly, right away, this is scored a *no*. Or if the child does the task twice but the first time he does it much better than the second time he scores a *no*. In order to score a *yes* he needs to be better, quicker, or more efficient in doing it than the first time AND the mother must recognize it through giving verbal praise in #44 and nonverbal praise (nod or smile) in #45.

#49. Children like and need structure. It's important for them to know when things are going to happen, when things are beginning and when they end. This item is an attempt to look at whether or not the mother sees things as a unit with a beginning and end and communicates this to the child. If she says things like "There, you did it", "good job", how does the child know it's the end of the teaching? Those are all ways she can simply give feedback for task success and then continue on with the teaching. However, if a mother asks "are you all done?" "Done?" "Are you finished" or "We are finished", or takes the task materials *out of the child's view*, the child cues are being acted upon and responded to with the mother taking action she would score a yes. Highlight the NOTE: *The completion signals must be directed at the child. (NOT the observer)*

Clarity of Cues:

#52. The child can widen eyes or show postural attention to caregiver **OR** task materials at any time during the interaction to score yes.

#53. This is a change in intensity or motor activity when the materials are **first** presented to the child. If the mother works with the materials and then presents it to the child, it's at that point you look at the child's response. If the mother presents the materials such as in Evelyn's case and Evelyn doesn't respond for 17 seconds she scores a no.

#55. Some arm movements listed are potent disengaging cues such as pushing away and pounding (as in tray pounding) while the others are not. If you see clapping (hands meeting each other or object near midline); reaching toward anything other than caregiver; waving or pointing **do not** score these movements as cues. Count them for this item but ignore them as disengaging or engaging cues. They are behaviors that have not been categorized.

#57. Highlight in the second line *the caregiver doesn't have to see the child smile or laugh* to score a yes.

Responsiveness to Caregiver:

#61. Circle *child can gaze at the caregivers face* **OR** *the task materials*.

#66-67. Highlight the note: *The smile must be at the caregiver and the caregiver must see the smile. They must be looking at one another.*

#71 Item instruction video is not fully accurate. First two examples shown are correct. Last example shown is not intrusion. The child is just resisting doing the task and the mother offers to do it for her.

NOTE: All but one item in the **Responsiveness to Caregiver Subscale** are **contingency items** meaning that both parts of the item must happen, e.g. for #68 the caregiver must loom and the child must show some disengaging cue. If the caregiver looms but the child shows engaging cues or no cues at all, score NO. If the caregiver never moves closer than 8 inches also score a NO.