

NCAST

TEACHING SCALE

Birth to Three Years Only

Information applies to parent only

Mother's Ethnic Heritage (See back page)
 Marital/Partner Status Married Single

Person Observed ___ Age ___ Educ. ___

Mother Father

Other _____

Major Caregiver Yes No

Name of Task _____

Length of Time Teaching (*minutes*)

1 or Less 2 3 4 5 6 or More

Setting

Home

Clinic

Other _____

Were Others Present?

Yes

No

If yes, specify _____

Child's Name _____

Child's Age (*in months*) _____

Child's Sex _____

Child's Birth Order (*circle*)

1 2 3 4 5 or More

Child's State at Beginning of Teaching (*circle*)

Quiet Sleep Active Sleep Drowsy

Quiet Alert Active Alert Crying

I. SENSITIVITY TO CUES

YES NO

	YES	NO
1. Caregiver positions child so child is safely supported.		
2. Caregiver positions child so that child can reach and handle teaching materials.		
3. Caregiver gets the child's attention before beginning the task, at the start of the teaching interaction.		
4. Caregiver gives instruction only when child is attentive (90% of the time).		
5. Caregiver allows child to explore the task material for at least five seconds before giving the first task related instruction.		
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%).		
7. Caregiver pauses when the child initiates behaviors during the teaching episode.		
8. Caregiver praises child's successes or partial successes.		
9. Caregiver asks for no more than three performances when child is successful at completing the task.		
10. Caregiver changes position of child and/or materials after unsuccessful attempt by the child to do the task.		
11. Caregiver avoids physically forcing the child to complete the task.		
TOTAL YES ANSWERS		

II. RESPONSE TO CHILD'S DISTRESS

Yes No (*Potent disengagement cues observed*)

12. Caregiver stops the teaching episode.		
13. Caregiver makes positive, sympathetic, or soothing verbalization.		
14. Caregiver changes voice volume to softer or higher pitch, does not yell.		
15. Caregiver rearranges the child's position and/or task materials.		
16. Caregiver makes soothing non-verbal response, e.g. pat, touch, rock, caress, kiss.		
17. Caregiver diverts the child's attention by playing games, introduces a new toy.		
18. Caregiver avoids making negative comments to the child.		
19. Caregiver avoids yelling at the child.		
20. Caregiver avoids using abrupt movements or rough handling.		
21. Caregiver avoids slapping, hitting or spanking.		
22. Caregiver avoids making negative comments to home visitor about the child.		
TOTAL YES ANSWERS		

III. SOCIAL-EMOTIONAL GROWTH FOSTERING

23. Caregiver's body posture is relaxed during the teaching episode (90%).		
24. Caregiver positions self face-to-face with the child during the teaching interaction (60%).		
25. Caregiver laughs or smiles at child during the teaching interaction.		
26. Caregiver gently pats, caresses, strokes, hugs, or kisses child during episode.		

YES NO

27. Caregiver smiles, or touches child within five seconds after the child smiles or vocalizes.		
28. Caregiver praises child's efforts or behaviors broadly (in general) at least once during the episode.		
29. Caregiver makes cheerleading type statements to the child during the teaching interaction.		
30. Caregiver avoids vocalizing to the child at the same time the child is vocalizing.		
31. Caregiver avoids making general negative or uncomplimentary remarks about the child.		
32. Caregiver avoids yelling at the child during the episode.		
33. Caregiver avoids making critical or negative comments about the child's task performance.		
TOTAL YES ANSWERS		

IV. COGNITIVE GROWTH FOSTERING

34. Caregiver provides an immediate environment which is free from distractions from animate sources (sibs, pets, other people, T.V.).		
35. Caregiver focuses attention and child's attention on the task during most of the teaching (60%).		
36. After caregiver gives instructions, at least five seconds is allowed for the child to attempt the task before caregiver intervenes again.		
37. Caregiver allows non-task manipulation of the task materials after the original presentation.		
38. Caregiver describes perceptual qualities of the task materials to the child.		
39. Caregiver uses at least two different sentences or phrases to describe the task to the child.		
40. Caregiver uses explanatory verbal style more than imperative style in teaching the child.		
41. Caregiver's directions are stated in clear, unambiguous language (i.e. ambiguous = "turn"; unambiguous = "turn the knob toward me").		
42. Caregiver uses both verbal description and modeling simultaneously in teaching any part of the task.		
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.		
44. Caregiver verbally praises child after child has performed better or more successfully than the last attempt.		
45. Caregiver smiles and/or nods at the child after child performs better or more successfully than the last attempt.		
46. Caregiver responds to the child's vocalizations with a verbal response.		
47. Caregiver uses both verbal and non-verbal instruction in teaching the child.		
48. Caregiver uses the teaching loop at least once.		
49. Caregiver signals completion of task to child verbally or nonverbally.		
50. Caregiver spends no more than five minutes and not less than one minute in teaching the child the task.		
TOTAL YES ANSWERS		

V. CLARITY OF CUES

YES NO

51. Child is awake.		
52. Child widens eyes and/or shows postural attention to task situation.		
53. Child changes intensity or amount of motor activity when task material is presented.		
54. Child's movements are clearly directed toward the task or task material or away from the task		
55. Child makes clearly recognizable arm movements during the teaching episode (clapping, reaching, waving, pounding, pointing, pushing away).		
56. Child vocalizes while looking at the task materials.		
57. Child smiles or laughs during the episode.		
58. Child grimaces or frowns during the teaching episode.		
59. Child displays potent disengagement cues during the teaching interaction.		
60. Child displays subtle disengagement cues during the teaching interaction.		
TOTAL YES ANSWERS		

VI. RESPONSIVENESS TO CAREGIVER

61. Child gazes at caregiver's face or task materials after the caregiver has shown verbal or non-verbal alerting behavior.		
62. Child attempts to engage caregiver in eye-to-eye contact.		
63. The child looks at the caregiver's face or eyes when caregiver attempts to establish eye-to-eye contact.		
64. Child vocalizes or babbles within five seconds after caregiver's verbalization.		
65. Child vocalizes or babbles within five seconds after caregiver's gesturing, touching or changing his/her facial expression.		
66. Child smiles at caregiver within five seconds after caregiver's verbalization.		
67. Child smiles at caregiver within five seconds after caregiver's gesture, touch, or facial expression changes.		
68. When caregiver moves closer than eight inches from the child's face the child shows some subtle and/or potent disengagement cues.		
69. Child shows subtle and/or potent disengagement cues within five seconds after caregiver changes facial expression or body movement.		
70. Child shows subtle and/or potent disengagement cues within five seconds after caregiver's verbalization.		
71. Child shows potent and/or subtle disengagement cues when caregiver attempts to intrude physically in the child's use of the task materials.		
72. Child physically resists or responds aggressively when caregiver attempts to intrude physically in child's use of the task materials.		
73. The child stops displaying potent disengagement cues within 15 seconds after caregiver's soothing attempts.		
TOTAL YES ANSWERS		

Enter the total yes answers from each subscale and compare it with the possible score:

	SUBSCALE Items		CONTINGENCY Items	
	Possible	Actual	Possible	Actual
SENSITIVITY TO CUES	11		5	
RESPONSE TO DISTRESS	11		6	
SOCIAL-EMOTIONAL GROWTH FOSTERING	11		3	
COGNITIVE GROWTH FOSTERING	17		6	
CAREGIVER TOTAL	50		20	
CLARITY OF CUES	10		0	
RESPONSIVENESS TO CAREGIVER	13		12	
CHILD TOTAL	23		12	
CAREGIVER/CHILD TOTAL	73		32	

Check the Potent Disengagement Cues (PDC's) observed during the teaching interaction (excluding PDC's that terminate the teaching or occur after the caregiver has terminated the teaching).

- | | |
|--|---|
| <input type="checkbox"/> Back arching | <input type="checkbox"/> Pale/red skin |
| <input type="checkbox"/> Choking | <input type="checkbox"/> Pulling away |
| <input type="checkbox"/> Coughing | <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"/> Fussing | <input type="checkbox"/> Tray pound |
| <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 type="checkbox"/> Overhand beating movements | <input type="checkbox"/> Withdraw from alert to sleep state |

Ethnic Heritage. Place a checkmark next to the mother's ethnic heritage and write in her specific group identity.

- | | |
|---|---|
| <input type="checkbox"/> African-American | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Asian Indian or A.I.- American | <input type="checkbox"/> Cuban or Cuban-American |
| <input type="checkbox"/> Chinese or Chinese-American | <input type="checkbox"/> Mexican, Chicano, or Mex. American |
| <input type="checkbox"/> Filipino or Filipino-American | <input type="checkbox"/> Puerto Rican |
| <input type="checkbox"/> Japanese or Japanese-American | <input type="checkbox"/> Other Hispanic/Latin |
| <input type="checkbox"/> Korean or Korean-American | <input type="checkbox"/> Native American or Alaskan Native |
| <input type="checkbox"/> Pacific Islander or P.I.- American | <input type="checkbox"/> White/Caucasian (non-Hispanic) |
| <input type="checkbox"/> Vietnamese or Vietnamese-American | <input type="checkbox"/> Other |

Specific group identity: _____

Clinical Notes:

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Date of Observation _____

Recorder's Signature _____