

**Semi-structured Observation of Parent-Child Interactions:
A Manual with Suggested Procedures, Coding Categories
and Summary Forms – *DRAFT FALL 2007*
A product of the FSU & LSU Harris Programs**

Using an attachment theory framework, Judith Crowell (a child psychiatrist at SUNY Stony Brook) and her colleagues created an observational system to assess mother and child behaviors that has been used for both research and clinical purposes [Crowell & Feldman, 1991, *Dev Psych*, 27, 597-605; Crowell & Fleischmann, 1993, in Zeanah’s *Handbook of infant mental health*, 1st ed., respectively]. The approach has also been modified and used more widely, including as pretest-posttest measure in the Florida IMH Pilot Project [Osofsky et al, 2007, *IMHJ*, 28,259-280].

As part of the FSU/LSU IMH therapist training and our joint work with professionals in the child welfare system, the LSU and FSU Harris faculty have continued to adapt and modify the basic approach and documentation to suit different settings and professional levels. This manual contains a basic description of the assessment process, the materials needed as several approaches to scoring. The detailed scoring system includes a framework for quantifying the results for program evaluation purposes. There are also two qualitative scoring systems, with one more detailed for clinician’s use and the other a more streamlined version for observers who may have had less training and/or that can be adapted to observing in “everyday” opportunities.

This manual has been prepared specifically for the training of the 2007-2008 FSU Harris IMH Therapist program participants, and should not be distributed without permission of Dr. Anne E. Hogan (ahogan@fsu.edu).

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Crowell Tool Tasks – Directions for Administration (when set up includes observation booth and telephone in testing room for clinician to call in to adult to provide directions)**

Instructions give at the start of the session:

I will call you between each task and remind you what to do, however I will review everything with you now so you will have an idea of what is going to happen. First, I want you to play with (child); then I will call you and ask you to have him/her clean up all of the toys. You can help him/her if you think he/she needs it. I will then call and ask you to do each of the following tasks with him/her. Some of these tasks will be easy for him/her and some will be more difficult. You may help if you think he/she needs it. (Review the 4 tasks). After the fourth task I will call and ask you to leave the room. You can come back into the monitoring room and watch him/her. After a few minutes I will ask you to return to the room and the two of you will play for a few more minutes.

Individual Episodes:	Instruction give over the phone/during transitions:
Free play – 10 minutes	Play with the child as you would at home
Cleanup – no more than 5 minutes	Have the child cleanup, helping him/her if you feel the child need help.
Bubbles – 3 to 5 minutes	
Task 1 – 2 to 4 minutes	Specific tasks instructions
Task 2 – 2 to 4 minutes	Specific tasks instructions
Task 3 – 3 to 5 minutes	Specific tasks instructions
Task 4 – 3 to 5 minutes	Specific tasks instructions
Separation – no more than 3 minutes (<u>Have parent take bubbles</u>)	Open the cabinet doors, so that the child can see the task toys and than leave the room as you would at home
Reunion – 3 minutes	Knock on the door, call the child’s name, and step all the way into the room

- Parents are given basic instructions prior to the session and each task is demonstrated. During the session the clinician calls into the room to give specific instructions between each transition.
- Task 1 and 2 should be somewhat below the child’s developmental level, ideally the child should be able to do the task with little or no assistance. Tasks 3 and 4 should be above the child’s level so that they need the parent’s assistance to complete the task.
- The length of time allowed for each task varies. If the child finishes the task quickly allow time for the task to be done 1 or 2 more times. If time is up but the dyad is close

to completing the task allow time for completion and joy sharing. If the child is getting frustrated and/or the task is far from complete and the time is up, end the task.

Toys for the Structured Tasks in Developmental Order

12 Months	<ul style="list-style-type: none"> Ball Sorter (4 blocks without lid) Tower (3 blocks) Nesting Task (2 step and 3 step) Snap beads (6 step)
19 Months	<ul style="list-style-type: none"> Easy Puzzle Stacking cups (tower or one inside the other) Rock –a- stack rings Pop up animals (4 step/ 4 pop-up characters)
22 Months	<ul style="list-style-type: none"> People on a bus (LittleTykes) 5-piece with knobs Tower (6 blocks) Nesting task (5 step)
31 Months	<ul style="list-style-type: none"> Plastic shape sorter with lid (3 holes, use 6 blocks) Fishing game (pick up fishes with magnetic rod and put in bucket)
37 Months	<ul style="list-style-type: none"> Spool necklace (- stringing -) Vehicle puzzle (small knobs, individual holes) Wooden shape sorter (4 holes, use 8 blocks) Simple, circle, square, triangle, oval
43 Months	<ul style="list-style-type: none"> Barrel of monkeys (warm up, use as task 1 or 2) Lacing cards Color sorting task
46 Months	<ul style="list-style-type: none"> Lego pagoda Stacking clown 10-step Stacking/nesting cups Small wooden blocks (make a tower of 10)
52 Months +	<ul style="list-style-type: none"> Math matching book Word matching book 25-30 piece puzzle String beads to match necklace

Possible Play Materials for the CBHA Interactive Assessment/#14
And for Situational Analysis-Direct Observation of Parent/Caregiver
Interaction/#18
Organized by Age

Suggested Toys

	<u>0-12 months</u>	<u>12-18 months</u>	<u>19-28 months</u>	<u>28-36 months</u>
<u>Free Play</u> <u>With</u> <u>Examiner</u> <u>and with</u> <u>Parent</u>	<u>Rattles</u> <u>Blocks</u> <u>Cheerios</u> <u>Mirror</u> <u>Soft ball</u>	<u>Doll & Bottle</u> <u>Hair Brush</u> <u>Telephones (2)</u> <u>Pretend</u> <u>food/dishes</u> <u>Soft ball</u> <u>Cars/ trucks</u>	<u>Same as 12-18 months</u> <u>PLUS</u> <u>Emergency Vehicles</u> <u>Doctor Kit</u> <u>Toy Animals –</u> <u>wild/domestic</u>	<u>Same as 19-28 months</u> <u>PLUS</u> <u>Dolls/Accessories</u> <u>Puppets (good/bad)</u>
<u>Structured</u> <u>Task for</u> <u>Parent &</u> <u>Child</u>		<u>Stacking Cups (2-3)</u> <u>Blocks</u> <u>Stacking Rings</u> <u>Books</u>	<u>Stacking Cups (4-6)</u> <u>Blocks</u> <u>Windup Toy</u> <u>Puzzle (shapes)</u>	<u>Shape Sorter</u> <u>Crayons/ Paper</u> <u>Stacking Rings</u> <u>(order/color)</u> <u>Puzzle</u>

CROWELL PROCEDURE

Overview of what to Observe

- A. Free Play**
1. Level of comfort with one another
 2. Familiarity with play and fun together
 3. Task-oriented vs. child- or fun-oriented
 4. Partnership vs. solitary
 5. Warmth and affection
-

- B. Clean-up**
1. Compliance
 2. Cooperation
 3. Transitions
-

- C. Bubbles**
1. Positive/shared affect
 2. Enjoyment/enthusiasm
-

- D. Four structured tasks that are developmentally ordered (increasing difficulty)**
1. Reliance for help
 2. Staying focused on task
 3. Maintaining balance (anticipating frustration)
-

- E. Separation**
1. Stress
 2. Activate attachment system in infants
 3. Self-soothing/coping behavior
-

- F. Reunion**
1. How does dyad reunite
 2. Response to stress –continued negative emotion
 3. Congruence between separation and reunion
 4. Resumption of play/exploration

**Child's Name, Date of Evaluation, DOB, Project, Pre/Post:
 Coder Name:
 Participants in Evaluation: Child and**

Circle One—Please refer to coding sheets for an explanation of behaviors corresponding with these numbers

FREE PLAY

<u>Parent Scales</u>	pg					
Positive Affect	8	1	2	3	4	5
Withdrawn/Depressed	10	1	2	3	4	5
Irritability/Anger/Hostility	11	1	2	3	4	5
Intrusiveness	12	1	2	3	4	5
Behavioral Responsiveness	13	1	2	3	4	5
Emotional Responsiveness	16	1	2	3	4	5
<u>Child Scales</u>						
Positive Affect	22	1	2	3	4	5
Withdrawn/Depressed	23	1	2	3	4	5
Anxious/Fearful	24	1	2	3	4	5
Irritability/Anger/Hostility	25	1	2	3	4	5
Noncompliance Toward Parental Instruction	26	1	2	3	4	5
Aggression Toward Parent	27	1	2	3	4	5
Enthusiasm Scale	28	1	2	3	4	5
REUNION						
Parent's Emotional & Behavioral Responsiveness	21	1	2	3	4	5
Child's Emotional & Behavioral Responsiveness	30	1	2	3	4	5

Notes _____

These parent-child interaction scales are based on the original work of Judith Crowell and Lindsay Chase-Landsdale and later scales developed by S. Heller, Y. Aoki, & K. Schelffner. They have been modified for clinical and research purposes by Joy D.Osofsky, Michelle Bosquet, & Jill Hayes Hammer. LSUHSC Department of Psychiatry - 2003

Child's Name, Date of Evaluation, DOB, Project, Pre/Post:
Coder's Name:
Participants in Evaluation: Child and

CLEAN-UP AND TASKS

<u>Parent Scales</u>	pg					
Positive Affect	8	1	2	3	4	5
Withdrawn/Depressed	10	1	2	3	4	5
Irritability/Anger/Hostility	11	1	2	3	4	5
Intrusiveness	12	1	2	3	4	5
Behavioral Responsiveness	14	1	2	3	4	5
Emotional Responsiveness	17	1	2	3	4	5
Positive Discipline	19	1	2	3	4	5
Negative Discipline	20	1	2	3	4	5
<u>Child Scales</u>						
Positive Affect	22	1	2	3	4	5
Withdrawn/Depressed	23	1	2	3	4	5
Anxious/Fearful	24	1	2	3	4	5
Irritability/Anger/Hostility	25	1	2	3	4	5
Noncompliance Toward Parental Instruction	26	1	2	3	4	5
Aggression Toward Parent	27	1	2	3	4	5
Enthusiasm Scale	28	1	2	3	4	5
Persistence with Task	29	1	2	3	4	5

Notes _____

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PARENT-CHILD RELATIONSHIP SCALE MANUAL

These parent-child interaction scales are based on the original work of Judith Crowell and Lindsay Chase-Landsdale and later scales developed by S. Heller, Y. Aoki, & K. Schelffner. They have been modified for clinical and research purposes by Joy D. Osofsky, Michelle Bosquet, & Jill Hayes Hammer. LSUHSC Department of Psychiatry - 2003

PARENT SCALES

Positive Affect

Note: This is scored in relation to the parent's interactions with the child. Positive affect does not include smiling or laughing at child's distress. Teasing behavior may reflect non-positive (e.g. passive aggressive or hostile) affect.

- 1. No or Low Positive Affect:** Fleeting or very brief (one episode) sign of positive affect, but generally affect is not positive. Affect exhibited toward the child may be flat, withdrawn, hostile, angry, indifferent, or teasing.
- 2. Moderately Low Positive Affect:** Two or three brief periods of positive affect (e.g. brief signs of positive affect, as well as several signs of non-positive affect, such as flat, withdrawn, hostile, angry, indifferent, or teasing behavior) toward the child.
- 3. Moderate Positive Affect:** Affect is inconsistent; affect is positive (e.g. smiles, laughs, generally happy) for no more than half the session. That is, the parent's reaction to the child is generally positive, but intermingled with non-positive affect (flat, withdrawn, hostile, angry, indifference, or teasing behavior) in interactions with the child. Or the parent's affect is generally neutral with some periods of positive affect; in this case, the parent shows relatively little flat, withdrawn, hostile, angry, or indifferent affect.

- 4. Moderately High Positive Affect:** The parent generally has a pleasant expression, shows several bright smiles, and appears generally happy for most of the session with a few minor or one major episode of non-positive affect. Or the parent may exhibit positive affect of low to moderate intensity but high frequency.
- 5. High Positive Affect:** Affect is predominantly positive (e.g. many smiles, laughing, pleasant expression) with no signs of withdrawn, hostile, angry, or teasing behavior. Parent exhibits positive affect that is of high intensity and frequency.

Withdrawn/Depressed (Parent Scales)

- 1. High Depression/Withdrawal:** The parent's predominant affect is flat*, depressed, or withdrawn. No episodes or extremely rare, fleeting episodes of positive affect. The parent is unresponsive and emotionally unavailable to the child.
- 2. Moderately High Depression/Withdrawal:** Several episodes of depressed or flattened affect intermingled with sporadic episodes of positive affect or increased interest in the child's activity or relatedness. The parent's attitude toward the child is primarily one of disinterest, and when the parent interacts with the child, it is forced or with a sense of obligation or appears mechanical. Generally, the parent does not appear emotionally connected to the child.
- 3. Moderate Depression/Withdrawal:** The parent exhibits a few periodic episodes of flat affect or lack of interest in activity or relatedness; however there are a number of brief periods of relatedness or interest in the child's activity. There may be some periods of positive affect.
- 4. Mild Depression/Withdrawal:** One or two brief periods of sad expression or withdrawal (e.g. lack of interest in child's activity or relatedness, flattened affect). Or, parent's affect is generally bright and euthymic with a few clear periods of withdrawal/depression/sadness.
- 5. No or Low Depression/Withdrawal:** Affect is not sad or withdrawn. There may be a fleeting hint of sadness or withdrawal, but affect is generally non-depressed.

***Note:** Flat affect is not the same as neutral affect. When a parent is exhibiting flat affect, it looks as if it would take effort for the parent to experience or show any positive emotion. The parent appears emotionally disconnected from the child, though s/he may be paying attention to what the child is doing. Any smiles lack "brightness," but rather seem forced. On the other hand, a parent can have a neutral expression while being emotionally connected to the child.

Irritability/Anger/Hostility (Parent Scales)

Note: Score for degree of irritability, anger, and/or hostility exhibited in interactions with the child. Passive aggressive behavior/comments would be coded on this scale. Insensitive, cruel, and/or malicious teasing would also be coded on this scale. Irritability should only be coded as it is expressed within the parent-child relationship. For example, a parent should be coded high on this scale if s/he frequently appears irritated with the child. However, the parent should not be coded high on this scale if s/he only shows irritation toward objects/situations/examiner (e.g. not being able to get the bubbles to work) and does not express his/her irritation toward the child.

- 1. High Irritability/Anger/Hostility:** For the majority of the session, the parent repeatedly exhibits moderate to high levels of irritability, anger, hostility, and/or passive aggression. Irritability, anger, hostility, and/or passive aggression is a predominant aspect of the parent's interactions with the child. Score if the parent exhibits one or more examples of significant physical aggression (e.g. slapping the child) or more than one example of moderate physical aggression.
- 2. Moderately High Irritability/Anger/Hostility:** Exhibits frequent episodes of moderate irritability, anger, and/or hostility; **OR** one strong and intense episode. There may also be a few brief periods of positive affect. Score if the parent exhibits one episode of moderate physical aggression (e.g. pushing child's hand away from toy).
- 3. Moderate Irritability/Anger/Hostility:** Exhibits a few isolated episodes of irritability/anger or hostility intermingled with periods of positive/neutral affect. Mixture of positive, neutral, and/or negative affect.
- 4. Moderately Low Irritability/Anger/Hostility:** A brief episode of irritability, anger, and/or hostility; or a period of mild irritability, anger, and/or hostility and yet general tone of session is positive/neutral.
- 5. No or Low Irritability/Anger/Hostility:** Does not exhibit any overt signs of irritability, anger, and/or hostility toward child. This would include appropriate disciplinary actions on the part of the parent.

Intrusiveness (Parent Scales)

1. Very Highly Intrusive: The parent is highly intrusive throughout the free play or tasks. The parent frequently engages in the one or more of the types of behaviors described below:

- The parent fails to follow the child's lead and insists on directing the play. The parent disregards or out-right rejects the child's ideas in favor of his/her own ideas.
- The parent is repeatedly in the child's "space." For example, the parent is intrusive with toys, shoving them in the child's face or constantly pushing one toy after another at the child. Or the parent is intrusive with his/her body, constantly touching the child when the child does not want to be touched.*
- The parent bombards the child with verbal commands.
- The parent repeatedly introduces new toys to the child when s/he is already occupied with another toy. The child does not have a chance to attend to anything for a period of time because the caregiver is frequently diverting the child's attention to something new.
- The parent does not allow the child to explore any of the toys before or during the task, though the child clearly wants to do so. The parent is overly focused on getting the child to complete the task, without allowing the child to enjoy the experience.

2. Highly Intrusive: The parent shows several clear instances of intrusive behavior. Occasionally, the parent follows the child's lead.

3. Moderately Intrusive: The parent shows several instances of intrusive behavior, but also shows instances of following the child's lead.

4. Moderately Low Intrusive: The parent shows one or two clear instances of intrusive behavior.

5. Very Low Intrusive: The parent does not show any significant intrusive behaviors. Parent reliably follows the child's lead.

***Note:** Normally positive behaviors should be coded as intrusive if they are meant to fill the parent's needs at the expense of the child's needs. For example, a parent who continuously disrupts the child's play to kiss and hug him/her when the child does not seek the physical contact would receive a high score on intrusiveness. Also, placing firm but appropriate limits on the child's behaviors should NOT be scored as intrusive.

Behavioral Responsiveness: Free Play (Parent Scales)

- 1. Poor Responsiveness:** The parent does not take appropriate action to structure the free play when the child clearly needs some structuring. For example:
 - the parent allows the child to become dysregulated and hyperactive
 - the parent ignores the child, and/or the parent plays with the toys by him/herself while the child either plays by him/herself or does not play at all
 - the parent structures the session in a manner that is frightening, harsh, or angry
 - the parent structures the play in a way that is inappropriate for the child's developmental level and the child's interests (e.g. insisting on playing baseball with a child who clearly cannot follow the rules and who wants to play something else).
 - if the child behaves in a way that is threatening to his/her own safety or the safety of the parent, the parent does not intervene appropriately to protect the child and/or him/herself (e.g. allowing the child to climb on the table, allowing the child to throw toys at the parent)

- 2. Somewhat Low Responsiveness:** The parent shows some minor, ineffectual attempts to engage the child in the play and keep the child behaviorally regulated (i.e. not hyperactive or withdrawn).

- 3. Moderate Responsiveness:** The parent shows some moderate to good attempts to structure the child and keep him/her regulated, but also appears to ignore the child or give up on setting limits/structuring the situation before getting the child re-engaged in play.

- 4. Good Responsiveness:** The parent generally uses developmentally sensitive approaches to engage the child in the play. On one or two occasions, the parent uses an approach that is inappropriate.

- 5. Optimal Responsiveness:** The parent is sensitive to the child's needs and desires throughout the play and responds appropriately.

Behavioral Responsiveness: Clean-up and Tasks (Parent Scales)

- 1. Poor Responsiveness:** The parent is generally not helpful and does not appear invested in helping the child complete the task. The parent gives intrusive, vague, or confusing instructions or no instructions at all.* The parent does not provide constructive cues to assist the child in completing the task. The parent does not structure the environment so as to be most helpful to the child (e.g. the parent does not hold the toy steady for the child, the parent places his/her seat too far away from the child's seat to keep the child contained).
- 2. Somewhat Low Responsiveness:** The parent is clearly trying to help the child execute the task but is either unable to or simply does not provide cues that are attuned to the child's level and behavioral cues. The parent consistently exhibits two or more of the following behaviors:
 - offers directives rather than hints (e.g. "turn it around")
 - offers more information than the child can use (e.g. too complex or confusing)
 - does not give the child enough time to use the information
 - offers directions in a repetitive manner and does not change strategy based on child response
- 3. Moderate Responsiveness:** The parent is clearly trying to help the child execute the task but is inconsistent in providing cues that are attuned to the child's level. The parent shows a mixture of being "somewhat low" and "good" at assisting the child. The parent may use some of the strategies listed in #4 but also resorts to the strategies listed in #2.
- 4. Good Responsiveness:** The parent is good at giving assistance but could improve. Parent may exhibit the following behaviors:
 - the parent uses hints rather than directives, and most of them are clear
 - the parent's assistance is usually well-timed, but on occasion the parent is slow to realize the child needs help, or the parent steps in too soon with assistance
 - the parent may become periodically rigid in his/her assistance techniques but will not stay stuck
 - the parent uses some cues that teach the child strategies for figuring out how to do the task on his/her own
 - the parent's expectations are developmentally appropriate, and the parent is able to get the child to use his/her hints

(scale continued)

Continued: Behavioral Responsiveness: Clean-up and Tasks (Parent Scales)

5. Outstanding Responsiveness: The parent consistently shows sensitive “scaffolding,” giving the child just the right amount of structure and guidance so that the child can accomplish the task as independently as possible without becoming overly frustrated. The parent may exhibit the following behaviors:

- the parent is able to break the task down into small steps and present them in the context of hints in a logical and appropriate sequence
- the parent offers information at a rate that allows the child to process and use each hint before offering new information
- the parent is sensitive to the child’s level of understanding and adjusts his/her assistance techniques appropriately
- the parent allows the child to work at the task independently as long as the child does not become frustrated.

***Note:** If the child requires minimal instruction/assistance from the parent to accomplish the task without becoming frustrated, the parent would not necessarily be coded low on behavioral responsiveness.

Emotional Responsiveness: Free Play (Parent Scales)

- 1. Poor Emotional Responsiveness:** The parent is not emotionally available to the child. The parent may be withdrawn, sad, hostile, irritable, or anxious. The parent does not respond appropriately to the child's emotional needs. The parent may exhibit the following behaviors:
 - the parent does not offer appropriate comfort if the child is distressed
 - the parent does not anticipate the child's frustration or boredom with the activity and does not intervene appropriately to keep the child's frustration/activity level/distress from escalating
 - the parent behaves in a way that is threatening or highly distressing to the child (e.g. teasing or taunting the child, criticizing the child, threatening to leave the child if the child does not behave, etc.)
- 2. Somewhat Low Responsiveness:** The parent makes a weak effort to make the free play enjoyable and engaging for the child. On several occasions, the parent seems disconnected from the child and/or negative toward the child. The parent does not appear to enjoy interactions with the child for most of the session.
- 3. Moderate Responsiveness:** The parent creates a moderately positive environment for the child. The parent appears engaged and emotionally available to the child about half of the time. The parent shows occasional positive affect toward and enjoyment of the child.
- 4. Good Responsiveness:** The parent generally is emotionally attuned to the child. S/he creates a positive play environment for the child. S/he follows the child's lead yet sets appropriate limits to keep the child from becoming frustrated or bored.
- 5. Outstanding Responsiveness:** The parent seems completely emotionally available to the child. The parent may show the following behaviors:
 - the parent responds very positively to the child when the child looks to the parent for approval or joint attention/engagement
 - the parent anticipates frustration/boredom and takes steps to prevent the child from becoming distressed (rather than waiting until the child becomes distressed and then stepping in)
 - if the child does become distressed, the parent demonstrates empathy, responds sensitively to the child's needs, and helps the child calm and then re-engage in play.

Emotional Responsiveness: Clean-up and Tasks (Parent Scales)

- 1. Poor Responsiveness:** The predominant affect is disinterest or criticism—the parent may be disinterested/withdrawn, or intermittently critical and neutral. The parent is not emotionally available for the child. The parent may show the following behaviors:
 - having a physical posture that does not suggest interest
 - failing to anticipate the child’s frustration or loss of interest
 - offering mild praise or encouragement infrequently or Not at all/Rarely
 - expressing mild or no enthusiasm for the task
 - criticizing and/or teasing the child for failing to accomplish the task or not accomplishing it the way the parent wanted it accomplished
 - appearing irritated or frustrated or angry with the child

- 2. Somewhat Low Responsiveness:** The parent makes a weak effort to create a positive emotional context for the child to complete the task. The parent is engaged in the task, but does little to generate enthusiasm, interest, and pleasure in the child. The parent may show some of the behaviors listed in #1.

- 3. Moderate Responsiveness:** The parent creates a moderately positive emotional context for the child to complete the task. The parent’s mood is positive and the parent tunes the child to the positive aspects of the task. The parent exhibits two of the following behaviors consistently or all four inconsistently:
 - involved and oriented toward the child most of the time
 - anticipates child’s frustration or loss of interest
 - expresses strong enthusiasm
 - praises or encourages child several times

- 4. Good Responsiveness:** Parent exhibits all four of the behaviors list in #3 consistently.

The parent may fail to respond appropriately (e.g. allow child to become too frustrated) on one or two occasions. The parent’s failure to respond is not so significant that it interferes with the child’s ability to get back on task.

- 5. Outstanding Responsiveness:** The parent sets a positive mood and verbally tunes the child to positive aspects of the task. The parent exhibits interest and enthusiasm about the task at a high frequency and intensity. The parent exhibits the following behaviors:
 - is physically reinforcing (e.g. touches, hugs, kisses the child)
 - anticipates and responds immediately to early signs of frustration or loss or interest
 - expresses strong enthusiasm for the task
 - consistently expresses pleasure, encouragement and praise

Positive Discipline (Parent Scales)

Examples of positive discipline:

- **physical approval (e.g. clapping)**
- **facilitation (e.g. holding box so child can put toys in it; moving toys closer to child so child can put them in box)**
- **modeling (e.g. showing child how to put toys in box)—must be accompanied by verbalization, such as “watch me” or “this is how we clean up”**
- **clear and direct commands (e.g. “you need to put the toys in the box”)**
- **verbal approval (e.g. “good job,” “you’re making Mommy so happy”)**

1. No or Very Low Positive Discipline: Parent very rarely or never uses positive discipline behaviors.

2. Low Positive Discipline: Parent shows two or three clear instances of positive discipline.

3. Moderate Positive Discipline: Parent occasionally uses positive discipline techniques. Or parent uses relatively frequent positive discipline methods, but they are implemented with little positive affect or engagement.

4. Moderately High Positive Discipline: Parent regularly uses positive discipline techniques to help child through the procedure. There may be some clear instances where parent does not use positive discipline techniques when she could have used them.

5. Very High Positive Discipline: Parent uses positive discipline throughout entire episode. Parent clearly supports child’s efforts in effective and positive ways.

Note: Child may not respond positively to positive discipline, despite parent’s efforts. Only score parent’s behavior in this category. Do not code child’s responses in this category.

Negative Discipline (Parent Scales)

Examples of negative discipline:

- **negative physical contact (e.g. spanking, yanking by the arm, pushing, forcing the child to put a toy in the box, grabbing the child)**
- **critical/derogatory statements (e.g. “you’re bad,” “stop acting up”)**
- **bribery (e.g. promising candy or other toys as soon as the child cleans up)**
- **threatening the child with physical punishment**
- **begging**

- 1. Very High Negative Discipline: Parent uses negative discipline throughout entire episode. The tone of the session is harsh. One instance of negative discipline that is abusive would qualify as very high negative discipline.**
- 2. Moderately High Negative Discipline: Parent regularly uses negative discipline techniques throughout the procedure. The session is marked by a negative tone.**
- 3. Moderate Negative Discipline: Parent occasionally uses negative discipline techniques. Or parent uses a few clear instances of negative discipline that were accompanied by harsh or frightening tones.**
- 4. Low Negative Discipline: Parent shows one or two clear instances of negative discipline.**
- 5. No or Very Low Negative Discipline: Parent uses no or one brief negative discipline behavior.**

Reunion: Emotional and Behavioral Responsiveness (Parent Scales)

1. Very Low: Parent returns to room and does not reference or approach the baby. S/he does not look, touch, pick up, talk to, or smile at the baby. The parent does not do anything to comfort the child if the child is distressed. Also code if the parent is hostile to the child (e.g. reprimands the child for getting upset during the separation) or rough with the child (e.g. picks up the child in a harsh manner). The parent appears to misread the child's signals and needs regularly and responds inappropriately (e.g. picks up the child when the child wants to play or puts the child on the floor to play when the child is still distressed and clearly wants to be held).

2. Low: Parent shows some instances of emotional and behavioral responsiveness, but in general does not respond to the child's cues for comfort or contact (physical or emotional). Or, parent is somewhat responsive but shows one or more instances of moderate harshness or hostility.

3. Moderate: Parent shows elements of low and high responsiveness. For example, parent may pick up distressed child upon returning to room, but then tries to get the child to play before the child has had time to calm down. No significant harshness or hostility noted.

4. High: Parent generally shows high levels of responsiveness. May be one or two instances of failing to respond to child's cues correctly. Parent is not hostile or harsh.

5. Very high: Parent returns to the room and responds appropriately to the child's needs. For example, the parent references (looks at) the child positively, approaches him/her, smiles, may pick him/her up, talks to child, and hugs the child. Or, if the child is distressed, the parent soothes the child in a way that is calming to the child (talks to child, holds child). The parent is sensitive throughout the reunion and does not show any instances of hostility or harshness. The parent clearly puts the child's needs above his/her own.

Note: It is important to consider the child's needs when scoring this scale. Picking the child up and holding him/her is responsive only if the child wants or needs to be held. If the parent holds the child against the child's will, this would not be coded as responsive (and, in fact, would be coded low on responsiveness).



PARENT-CHILD RELATIONSHIP SCALE MANUAL

These parent-child interaction scales are based on the original work of Judith Crowell and Lindsay Chase-Landsdale and later scales developed by S. Heller, Y. Aoki, & K. Schelffiner. They have been modified for clinical and research purposes by Joy D. Osofsky, Michelle Bosquet, & Jill Hayes Hammer. LSUHSC Department of Psychiatry - 2003

CHILD SCALES

Positive Affect

- 1. No or Low Positive Affect:** Glimpse or very brief (one episode) sign of positive affect, but generally affect is not positive. Affect is flat and/or shows several signs of non-positive affect (e.g. withdrawal/depression, flat affect, anger, or hostility).
- 2. Moderately Low Positive Affect:** Two or three brief periods of positive affect (e.g. brief smile or laugh). General affect is flat/neutral; interaction with parent and/or task shows brief signs of positive affect as well as several indications of non-positive affect (e.g. withdrawal/depression, flat affect, anger, or hostility).
- 3. Moderate Positive Affect:** Affect is inconsistent; i.e. affect is positive (smiles, laughing, generally happy) for no more than half of the session. Child's reaction to the parent and task is generally positive, but also has signs of non-positive affect (e.g. withdrawal/depression, flat affect, anger, or hostility).
- 4. Moderately High Positive Affect:** Pleasant expression, several smiles, and generally happy for most of the session during interactions with the parent. A few mild episodes of non-positive behavior of low to moderate intensity are possible.
- 5. High Positive Affect:** Affect is predominately positive (many smiles, laughing, pleasant expression) for most of the session during interactions with the parent. Minimal expression of negative emotions (e.g. sadness, fear, anger, etc.).

Withdrawn/Depressed (Child Scales)

- 1. High Depression/Withdrawal:** Predominant affect is flat, depressed, or withdrawn. Extremely rare or no episodes of positive affect. Any displays of positive affect or interest are mild in intensity. General lack of expressiveness or responsiveness.
- 2. Moderately High Depression/Withdrawal:** Several episodes of depressed or flattened affect intermingled with sporadic episodes of interest in activity or relatedness. Primary relatedness (to tasks or parent) has mechanical or forced quality.
- 3. Moderate Depression/Withdrawal:** The child exhibits periodic episodes of flat affect or lack of interest in activity or relatedness. However there are also periods of interest in activity or relatedness. Or the child shows low intensity or inconsistent interest and relatedness throughout session.
- 4. Mild Depression/Withdrawal:** One to two periods of sad expression or withdrawal (e.g. lack of interest in activity or relatedness; flattened affect). General affect is not sad or withdrawn.
- 5. No or Low Depression/Withdrawal:** Affect is not sad or withdrawn. There may be a fleeting hint of sadness or withdrawal, but affect is generally non-depressed (e.g. positive, irritable, angry, fearful).

Anxious/Fearful (Child Scales)

Note: This scale reflects anxiety/fearfulness within the context of the parent-child relationship. Do not score a child as high on this scale if s/he is shy/behaviorally inhibited, but can be calmed/comforted by the caregiver and is able to engage in and enjoy play and interactions with the caregiver despite his/her anxiety about the novelty of the room/toys/examiner/etc.

- 1. High Anxiety/Fearfulness:** The child's predominant affect is anxiety or fearfulness. The child rarely seems at ease. The caregiver clearly frightens the child and/or the child is highly anxious, and the caregiver does not comfort or is ineffectual at comforting the child.
- 2. Moderately High Anxiety/Fearfulness:** Several episodes of anxiety or fearfulness. The parent either causes the anxiety/fear or is ineffectual at comforting the child.
- 3. Moderate Anxiety/Fearfulness:** The child shows one or two intense episodes of clearly frightened or anxious behavior. Or the child shows several mild instances of anxious or fearful behavior. The child also shows episodes of non-anxious/fearful behavior (e.g. neutral, positive, angry, depressed).
- 4. Mild Anxiety/Fearfulness:** One to two periods of mildly anxious or frightened behavior. General affect is non-anxious/fearful (e.g. neutral, positive, angry, depressed).
- 5. No or Low Anxiety/Fearfulness:** Affect is not anxious or fearful. There may be a fleeting hint of anxiety or fear, but affect is generally non-anxious/fearful (e.g. neutral, positive, angry, depressed).

Anger/Hostility/Irritability (Child Scales)

Note: This scale reflects anger/hostility/irritability within the context of the parent-child relationship (i.e. anger/hostility/irritability that the child directs toward the parent). Do not score frustration (e.g. frustration at inability to complete the task) as anger/hostility/irritability, unless the child directs his/her frustration toward the parent.

- 1. High Anger/Hostility/Irritability:** For the majority of the session, the child repeatedly exhibits several episodes of anger, hostility, and/or irritability. The child is characterized primarily as angry, hostile, or irritable throughout the interaction.
- 2. Moderately High Anger/Hostility/Irritability:** The child exhibits frequent episodes of moderate anger, hostility, and/or irritability or one intense episode. However there are also a few brief periods of positive affect or non-hostile interactions.
- 3. Moderate Anger/Hostility/Irritability:** The child exhibits several isolated episodes of mild to moderate anger, hostility, or irritability intermingled with periods of positive, neutral, and/or depressed affect.
- 4. Moderately Low Anger/Hostility/Irritability:** One to two brief episodes of anger, hostility, and/or irritability. However general mood is positive, neutral, or depressed, without anger and/or hostility.
- 5. No or Very Low Anger/Hostility/Irritability:** Does not exhibit any overt signs of anger, hostility, and/or irritability toward parent.

Non-Compliance Toward Parental Instruction (Child Scales)

Note: This is the measure of the degree to which the child shows willingness to listen to caregiver's suggestions in the session and to comply with his/her requests in a reasonable manner. Do not code a behavior as non-compliant if the child is unable to comply (e.g. child appears to have receptive language difficulties and cannot understand parent's suggestion/command, parent delivers command/suggestion in a way that is confusing or difficult to follow, or child is so engrossed in the activity that s/he does not appear to have heard/noticed the parent).

- 1. High or Very High Non-Compliance:** The child rejects virtually all caregiver directives throughout the session. The child shows a strong tendency toward non-compliance throughout the session. There are many instances of active defiant and oppositional behavior. The child frequently does the opposite of what the parent requests or strongly refuses to do what the parent has asked (e.g. during clean-up, yells at the parent and throws toy or takes it to other side of room and continues to play).
- 2. Moderately High Non-Compliance:** There are several major, but isolated, episodes of active non-compliance. Or there are numerous episodes (more than 5) of mild non-compliance* throughout the session.
- 3. Moderate Non-Compliance:** In general, the child eventually complies with most directives. There are a few (2-3) episodes of active non-compliance or several (4-5) episodes of mild non-compliance.
- 4. Moderately Low Non-Compliance:** The child basically appears compliant. There may be one active episode of non-compliance or a few (2-3) mild instances of non-compliance.
- 5. No or Low Non-Compliance:** Complies with virtually all major directives. For example, the child stays on task; or, if the child becomes distracted, the child re-engages with the tasks with parent redirection. The child follows the parent's suggestions for completing tasks.

***Mild non-compliance:** mild rejection and/or ignoring of the parent's command/suggestion; do not score as ignoring if you are unclear if the child heard or understood the parent's directive

Aggression Toward Parent (Child Scales)

- 1. High Aggression:** Many instances of moderately to highly aggressive behaviors.
- 2. Moderately High Aggression:** One or two instances of highly aggressive behaviors (e.g. hitting, yelling, or throwing chair toward the parent, throwing toy at parent with intention of hitting parent with toy), or several instances of moderately aggressive behaviors.

- 3. Moderate Aggression:** One or two instances of moderately aggressive behaviors (e.g. throwing toys in direction of parent), or several instances of mild aggression (e.g. “iffing” at parent).
- 4. Moderately Low Aggression:** A few instances of mild aggression.
- 5. Low Aggression:** Shows no aggressive behavior toward parent.

Enthusiasm* Scale (Child Scales)

Scored in relation to the child's enthusiasm about the play or the task.

- 1. Low or No Enthusiasm:** The child is generally not enthusiastic. There is little evidence that the child is interested in or excited about engaging in the play/task. The child's affect is mostly inhibited or disinterested in regards to free play/task completion.
- 2. Moderately Low Enthusiasm:** The child shows clear moments (2-3 episodes) of active interest and engagement in the free play/task, but primarily the child's affect is inhibited or disinterested regarding the task.
- 3. Moderate Enthusiasm:** The child is interested in the task, and shows several periods of enthusiastic affect. However, the child also has several periods where s/he lacks enthusiasm, appears uninterested, etc. Or the child's shows several periods of low to moderate intensity enthusiasm.
- 4. Moderately High Enthusiasm:** The child is interested and enthused about the play/task but has a major period in which this is not the case. Or child frequently exhibits enthusiasm of low to moderate intensity.
- 5. High Enthusiasm:** The child is enthusiastic in affect and behavior during the free play/task. He/she is eager to play/try the task, demonstrates energy and vigor in playing/working on the task, and appreciates his/her interactions with the parent, his/her success with the task. The child orients this enthusiasm toward the play/task and the parent.

***Enthusiasm:** vigor, confidence, eagerness, pleasure, and enjoyment (positive affect); a mixture of positive affect and involvement toward the task (not necessarily persistence). The child can be enthusiastic about the play/task without being persistent. For example, if the child plays with a toy with high interest but does not attempt to complete the demands of the task, the child would be scored high on enthusiasm (and low on persistence). Conversely, a child can be highly persistent and low on enthusiasm. For example, if a child diligently works at completing a task but does not appear to enjoy the task, s/he would be coded low on enthusiasm (and high on persistence).

Persistence with Task (Child Scales)

Scored in relation to the degree to which the child continues to work on the task until completion, despite frustration, lack of success, etc.

- 1. Low Persistence:** The child is rarely engaged in the task and when s/he is, s/he shows superficial engagement, effort, or concentration on solving the task. The child may avoid task or refuse to comply with the task. Or, the child may enthusiastically engage with the task materials, but does not persist in attempting to complete the demands of the task, despite the

parent's efforts to demonstrate the task (e.g. gleefully rolling cups around room instead of trying to stack them).

- 2. Moderately Low (Mild) Persistence:** The child shows some short periods of persistence, but the task is generally marked by a lack of persistence. The child shows at least 4-5 instances of active off-task behavior.
- 3. Moderate Persistence:** The child sustains some long periods of task-oriented effort, but clearly avoids the task after reaching some difficulty level, or the child becomes bored if the task is too easy. The child may have many subtle off-task or a few of active off-task behaviors.
- 4. Moderately High Persistence:** The child devotes relatively large periods of attention to the tasks and concentrates on the problems even after reaching some difficulty level. The child may have several subtle off-task or one active off-task behavior.
- 5. High Persistence:** The child persists throughout the session in trying to solve the problems. S/he displays very little if any diversionary tactics requiring special effort by the caregiver to engage him/her at the tasks. The child's motivation to master the task appears to come from the child him/herself (though the underlying motivation to persist may be to please the parent).

Reunion: Emotional and Behavioral Responsiveness (Child Scales)

1. Very Low: The child does not reference (look at) the parent or approach him/her when the parent returns. The child does not smile or raise his/her hands to be picked up. The child may actively avoid looking at or having contact with the caregiver (e.g. turning body away from caregiver, averting gaze). If the child is picked up, s/he may show resistance by crying or pulling away or may show avoidance by turning head away from caregiver and averting gaze. If crying, the child does not calm in the parent's arms or with his/her attention, or the child appears to calm momentarily, then cries again, then appears to calm, then cries again and never gets to a state of permanent calm. Code if the child appears frightened or clearly disorganized upon reunion with caregiver.

2. Low: Child shows one or two instances of referencing caregiver or turning to caregiver for comfort, but generally is not responsive to caregiver or shows resistance with or avoidance of caregiver. There may be one or more strong indicators of disorganization (e.g. staring off into space, approaching and avoiding the caregiver at the same time, odd body posturing, exaggerated startle response, "fear smile").

3. Moderate: Child shows moderate levels of responsiveness to parent upon reunion. There may be some avoidance or resistance, but there are also times when child uses caregiver to get comfort or to share positive affect. There may be one or two brief instances of disorganization.

4. High: Child shows high levels of responsiveness to parent. There may be one or two brief instances of avoidance and/or resistance. No disorganization noted.

5. Very High: If the child is distressed during separation, the child clearly signals to the caregiver that s/he wants comfort when the caregiver returns. For example, the child gives a directed cry to the caregiver, raises his/her arms toward caregiver to be picked up, or crawls over to caregiver. When picked up, the child "molds" his/her body into that of the caregiver. If not distressed during the separation, the child positively acknowledges the caregiver's return by referencing him/her (e.g. looking at him/her, vocalizing to him/her, smiling at him/her, showing toys to him/her from across the room, bringing toys over to caregiver) and continues to reference him/her throughout the reunion. No instances of avoidance, resistance, or disorganization are noted.

FREE PLAY/BUBBLES(Osofsky & Kronenberg)

Relationship: Mutual Positive Engagement

Behavioral Indicators:

			<i>Area of Concern?</i>	
*Child references caregiver (e.g., looks for approval, shows toys)	YES	no	n/a	___
*Child seeks physical closeness with caregiver	YES	no	n/a	___
*Caregiver responds positively to child's attempts at engaging (child-Friendly tone of voice, physical/verbal demonstration of affection)	YES	no	n/a	___
*Mutual positive affect (e.g., laugh together)	YES	no	n/a	___
*Interaction during play (vs. parallel play)	YES	no	n/a	___

Other/Comments _____

Overall Rating of **Relationship: Mutual Positive Engagement:**

Outstanding/ No Problem	Good Enough/ Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Caregiver's Awareness of Child's Developmental Needs

Behavioral Indicators:

			<i>Area of Concern?</i>	
*Caregiver allows the child to choose toys and ways to play w/toys	YES	no	n/a	___
*Caregiver expands child's play themes (e.g., imaginary play)	YES	no	n/a	___
*Physical intrusiveness (e.g., physically in child's face, unwanted kisses)	yes	NO	n/a	___
*Verbal intrusiveness (e.g., repeats directions)	yes	NO	n/a	___
*Intrusiveness in play (e.g., directive, ignores child's preferences)	yes	NO	n/a	___
*Caregiver directs play below/above child's developmental level	yes	NO	n/a	___

Other/Comments _____

Overall Rating of **Caregiver's Awareness of Child's Developmental Needs**

Outstanding/ No Problem	Good Enough/ Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Caregiver Rejection

Behavioral Indicators:

			<i>Area of Concern?</i>	
*Caregiver ignores the child	yes	NO	n/a	___
*Caregiver teases child (frightens w/toys, mocks distress)	yes	NO	n/a	___
*Caregiver speaks to child in harsh tone	yes	NO	n/a	___
*Caregiver handles child harshly	yes	NO	n/a	___

Other/Comments _____

Overall Rating of **Caregiver Rejection:**

No Problem	Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Child's Negativity toward Caregiver

Behavioral Indicators:

			<i>Area of Concern?</i>	
*Child maintains physical distance from caregiver	yes	NO	n/a	___
*Rejects caregiver's attempts to engage child	yes	NO	n/a	___
*Overly-compliant (mechanical compliance, lack of age appropriate assertiveness)	yes	NO	n/a	___
*Non-compliance	yes	NO	n/a	___
*Aggression	yes	NO	n/a	___

Other/Comments _____

Overall Rating of **Child Negativity toward Caregiver:**

No Problem	Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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CLEAN UP (Osofsky & Kronenberg)

Caregiver's Limit Setting

Behavioral Indicators:

		<i>Area of Concern?</i>		
*Demonstrates skill in helping with this transition between tasks (e.g., explains clean up as preparation for next task)	YES	no	n/a	___
*Caregiver sets limits (ensures child completes clean-up task)	YES	no	n/a	___
*Caregiver makes clean up fun (e.g., sings songs, throw toys in bucket)	YES	no	n/a	___
*Use of praise	YES	no	n/a	___
*Ability to give clear directives	YES	no	n/a	___
*Negative discipline (speaking harshly, physical harshness)	yes	NO	n/a	___
Other/Comments: _____				

Overall Rating of Caregiver Limit Setting:

Outstanding/ No Problem	Good Enough/ Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Child's Response to Clean-Up

Behavioral Indicators:

		<i>Area of Concern?</i>		
*Overly-compliant (mechanical compliance, lack of age appropriate assertiveness)	yes	NO	n/a	___
*Non-compliance	yes	NO	n/a	___
*Completes task with minimal difficulty	YES	no	n/a	___
Other/Comments: _____				

Overall Rating of Child's Response to Clean-Up:

Outstanding/ No Problem	Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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STRUCTURED TASKS (Osofsky & Kronenberg)

Relationship: Mutual Positive Engagement

				<i>Concern?</i>
*Child references caregiver (e.g., looks for approval, shows toys)	YES	no	n/a	___
*Child seeks physical closeness with caregiver	YES	no	n/a	___
*Caregiver responds positively to child's attempts at engaging (child-friendly tone of voice, physical/verbal demonstration of affection)	YES	no	n/a	___
*Mutual positive affect (e.g., laugh together)	YES	no	n/a	___
*Interaction during play	YES	no	n/a	___

Other/Comments _____

Overall Rating of **Relationship: Mutual Positive Engagement:**

Outstanding/ No Problem	Good Enough/ Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Caregiver Teaching/Helpfulness w/ Tasks & Awareness of Child's Developmental Needs

Concern?

*Use of praise	YES	no	n/a	___
*Modeling	YES	no	n/a	___
*Scaffolding	YES	no	n/a	___
*Age-appropriate assistance	YES	no	n/a	___
*Allows child to work independently according to child's ability	YES	no	n/a	___
*Caregiver is rigid in how child must complete tasks	yes	NO	n/a	___
*Caregiver allows child to explore toys	YES	no	n/a	___
*Physical intrusiveness (e.g., physically in child's face, unwanted kisses) yes		NO	n/a	___
*Verbal intrusiveness (e.g., repeats directions in a non-helpful manner) yes		NO	n/a	___

Other/Comments _____

Overall Rating of **Caregiver's Teaching, Helpfulness & Awareness of Child's Needs**

Outstanding/ No Problem	Good Enough/ Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Caregiver Rejection

				<i>Concern?</i>
*Caregiver ignores the child	yes	NO	n/a	___
*Caregiver teases child (mocks distress or inability)	yes	NO	n/a	___
*Caregiver speaks to child in harsh tone	yes	NO	n/a	___
*Caregiver handles child harshly	yes	NO	n/a	___

Other/Comments _____

Overall Rating of **Caregiver Rejection:**

No Problem	Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Child's Negativity toward Caregiver

				<i>Concern?</i>
*Child maintains physical distance from caregiver	yes	NO	n/a	___
*Rejects caregiver's attempts to engage child	yes	NO	n/a	___
*Overly-compliant	yes	NO	n/a	___
*Non-compliance	yes	NO	n/a	___
*Aggression	yes	NO	n/a	___

Other/Comments _____

Overall Rating of **Child Negativity toward Caregiver:**

No Problem	Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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SEPARATION AND REUNION (Osofsky & Kronenberg)

Caregiver

Behavioral Indicators

Prepares child for separation YES no n/a *Area of Concern?*

Parent's response to separation (if observed) _____

Upon Return

*Approaches child: comments _____ YES no n/a

*Smiles at child: comments _____ YES no n/a

*Explains absence &/or comforts child verbally _____ YES no n/a

*Picks child up: (if child wants to be picked up): comments _____ YES no n/a

*Picks child up: (if doesn't want to be picked up): comments _____ yes NO n/a

*Returns to play: (if child wants to play): comments _____ YES no n/a

*Returns to play: (if child doesn't want to play): comments _____ yes NO n/a

*Mocks child's distress (if distressed): comments _____ yes NO n/a

Other/Comments _____

Overall Rating of **Caregiver**:

Outstanding/ No Problem	Good Enough/ Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Child

Behavioral Indicators:

Level of distress during separation: comments _____ none / moderate / high

What child does during separation: _____

Upon Return

Concern?

*Looks toward caregiver: comments _____ YES no n/a

*Approaches caregiver: comments _____ YES no n/a

*Smiles at caregiver: comments _____ YES no n/a

*Reaches for caregiver: comments _____ YES no n/a

*Calms when held (if distressed): comments _____ YES no n/a

*Shows caregiver what has been doing: comments _____ YES no n/a

*Invites caregiver to play: comments _____ YES no n/a

*Returns to play alone: comments _____ yes no n/a

*Turns away from caregiver: comments _____ yes no n/a

*Expresses anger toward caregiver (verbal or non) comments _____ yes NO n/a

*Resists caregiver's approach: comments _____ yes NO n/a

Other/Comments _____

Overall Rating of **Child**:

Outstanding/ No Problem	Not Focus of Tx	Needs Improvement	Primary Focus of Tx
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Mutual positive affect: comments _____ YES no

FREE PLAY (Osofsky, Kronenberg & Hogan)

1. Relationship: Positive Sharing in Play

Child

- +Looks to Caregiver for approval**
- +Seeks physical closeness to Caregiver**

Caregiver

- +Uses friendly tone of voice**
- +Demonstrates affection**

Together

- +Mutual positive affect**
- +Play *with* each other**

Circle

Rating: **Area of Strength No/Little Concern Mild Concern Serious Concern**

2. Caregiver's Awareness of Child's Developmental Needs

Caregiver

- +Lets child choose toys**
- +Lets child choose ways to play**

Caregiver

- Physical or verbal intrusiveness***
- Ignores child's preferences***
- Overly directive in play***

Circle

Rating: **Area of Strength No/Little Concern Mild Concern Serious Concern**

3. Caregiver Rejection

Caregiver

- Ignores child***
- Speaks to child in harsh tone***

Caregiver

- Teases child***
- Handles child harshly***

Circle

Rating: **No/Little Concern Mild Concern Serious Concern**

4. Child Negativity toward Caregiver

Child

- Maintains physical distance from caregiver***
- Rejects caregiver's attempts to engage child***
- Overly compliant (doesn't show typical, age-appropriate assertiveness)***
- Non-compliant***
- Aggressive***

Circle

Rating: **No/Little Concern Mild Concern Serious Concern**

5. Mutual Positive Affect: Comments: _____ YES no

CLEAN UP (Osofsky, Kronenberg & Hogan)

1. Caregiver's Limit Setting

Caregiver

- +Explains reason for clean up
- +Makes sure clean up is completed
- +Makes clean up fun
- +Uses praise
- +Gives clear directives

Caregiver

- Speaks harshly to child*
- Physically harsh to child*

Circle

Rating: Area of Strength No/Little Concern Mild Concern Serious Concern

2. Child's Response to Clean Up

Child

- +Completes task with little difficulty

Child

- Overly compliant*
- Non-compliant*

Circle

Rating: Area of Strength No/Little Concern Mild Concern Serious Concern

STRUCTURED TASKS (Osofsky, Kronenberg, & Hogan)

1. Relationship: Positive Engagement in Tasks

Child

- +Looks to Caregiver for approval
- +Seeks physical closeness to Caregiver

Caregiver

- +Uses friendly tone of voice
- +Demonstrates affection

Together

- +Mutual positive affect
- +Play *with* each other

Circle

Rating: Area of Strength No/Little Concern Mild Concern Serious Concern

2. Caregiver's Teaching & Awareness of Child's Developmental Needs

Caregiver

- +Use of praise
- +Modeling &/or scaffolding
- +Age appropriate assistance
- +Supports child to work independently
- +Allows child to explore toys

Caregiver

- Rigid in how child does tasks
- Physical or verbal intrusiveness
- Repeats directions/not helpful

Circle

Rating: Area of Strength No/Little Concern Mild Concern Serious Concern

3. Caregiver Rejection

Caregiver

- Ignores child
- Speaks to child in harsh tone

Caregiver

- Teases child (mocks inability)
- Handles child harshly

Circle

Rating: No/Little Concern Mild Concern Serious Concern

4. Child Negativity toward Caregiver

Child

- Maintains physical distance from caregiver
- Rejects caregiver's attempts to engage child
- Overly compliant (doesn't show typical, age-appropriate assertiveness)
- Non-compliant
- Aggressive

Circle

Rating: No/Little Concern Mild Concern Serious Concern

SEPARATION & REUNION

Caregiver

+Prepares child for separation

Upon return

- +Moves to child *-Picks child up even if h/she doesn't want it*
- +Smiles at child *-Tries to play, but child doesn't want to*
- +Picks child up if s/he wants *-Discounts or makes fun of child's distress*
- +Returns to play if child wants to play
- +Explains absence &/or comforts child verbally

Circle

Rating: Area of Strength No/Little Concern Mild Concern Serious Concern

Child

Distress at Separation? none moderate high

Upon Return

- +Looks to caregiver *-Quickly turns away from caregiver*
- +Moves to caregiver *-Expresses anger toward caregiver*
- +Smiles at caregiver *-Resists caregiver's approach*
- +Calms when held or comforted
- +Shows caregiver what s/he's been doing
- +Invites caregiver to play
- +Happily resumes play after contact with caregiver

Circle

Rating: Area of Strength No/Little Concern Mild Concern Serious Concern

Mutual Positive Affect: comments _____ YES no