

### Lab Task Impressions - 1st Grade

There are 5 sections to this impression form. The first 4 are specific to an identified task. Section 5 covers impressions across all tasks. The use of NA is limited to certain questions as noted after the question.

#### A. Communication Task

For questions 1 - 12, use the following scale:

1	2	3	4	5
never	hardly ever	sometimes	often	very often

#### How often during the interaction . . .

1. was the parent able to keep the child involved in an interaction pertaining to the assigned task?
2. did the parent paraphrase to clarify information?
3. did the parent probe to get a fuller understanding of the game?
4. did the parent ask questions that lead to the child giving one word answers?
5. did family members interrupt each other?
6. did the family stay on topic?
7. were family members supportive or empathetic?
8. were family members positive or reinforcing?
9. were family members cooperative or helpful?
10. were family members negative or critical?
11. were family members hostile or threatening?
12. did the child seem frustrated or confused?
13. What is your impression of the level of involvement of family members in the interaction pertaining to the assigned task? (participation, attentiveness, responsiveness, body posture, etc.)

1	2	3	4	5
low		moderate		high

14. How clear was the child's description of the game s/he played with the interviewer?

1	2	3	4	5
not at all clear		somewhat clear		very clear

Questions 15 - 22 refer to the specific elements of the game. **Enter 1 (yes) or 2 (no) for each item.** The words in parenthesis are optional criteria. For example, if the child said there was "a pickle head" instead of a "green pickle head" you would score that item with a 1 for yes.

### Baseline - Silly Dilly

A. described by the child to the parent  
 B. described by the parent to

interviewer

- |   |       |       |
|---|-------|-------|
| 15. the name Silly Dilly  | _____ | _____ |
| 16. the (green) pickle head   | _____ | _____ |
| 17. the (orange) slinky   | _____ | _____ |
| 18. the suction cups<br>(on bottom of slinky)   | _____ | _____ |
| 19. the pickles on the disc   | _____ | _____ |
| 20. the number points on the disc   | _____ | _____ |
| 21. how you play the game<br>(pick up the discs with the<br>suction cups on the slinky) | _____ | _____ |
| 22. how you win the game<br>(getting the most points wins)                              | _____ | _____ |

### Termination - Snake Dance

A. described by the child to the parent  
 B. described by the parent to

interviewer

- |  |       |       |
|--|-------|-------|
| 15. the name Snake Dance   | _____ | _____ |
| 16. a (gold) king  | _____ | _____ |
| 17. (4 red) snake baskets  | _____ | _____ |
| 18. (4 different colored) snakes   | _____ | _____ |
| 19. (4 different) jewels for<br>each snake   | _____ | _____ |
| 20. (4 different colored) forks  | _____ | _____ |
| 21. how you play the game<br>(lift the jewels off the<br>moving snake with the fork) | _____ | _____ |
| 22. how you win the game<br>(getting the jewels off the<br>your snake first)         | _____ | _____ |

**Follow-Up 1 - Bizzy Bumblebees**

A. described by the child to the parent  
 B. described by the parent to

interviewer

- |   |       |       |
|---|-------|-------|
| 15. the name Bizzy Bumblebee  | _____ | _____ |
| 16. a big (yellow) flower   | _____ | _____ |
| 17. different colored marbles   | _____ | _____ |
| 18. 2 bumble bees   | _____ | _____ |
| 19. 2 bumble bee wands  | _____ | _____ |
| 20. 2 bee hives   | _____ | _____ |
| 21. how you play the game<br>(pick up marbles from the<br>yellow flower with the<br>bumblebee and put in beehive) | _____ | _____ |
| 22. how you win the game<br>(getting the most marbles in<br>the beehive wins)                                     | _____ | _____ |

**Follow-Up 2 - Leaping Frogs**

A. described by the child to the parent  
 B. described by the parent to

interviewer

- |   |       |       |
|---|-------|-------|
| 15. the name Leaping Frogs or<br>Frog Soccer  | _____ | _____ |
| 16. (4 different colored) frogs   | _____ | _____ |
| 17. (4) frog buttons  | _____ | _____ |
| 18. (7 white) balls   | _____ | _____ |
| 19. (2) ball launchers  | _____ | _____ |
| 20. (4 different colored) goals   | _____ | _____ |
| 21. how you play the game<br>(hit the balls into the goals<br>using the frog buttons) | _____ | _____ |
| 22. how you win the game<br>(getting the most balls into<br>your goals)               | _____ | _____ |

### B. Social Teaching Task

For questions 23 - 25, use the following scale

1	2	3	4	5
not at all		somewhat		very

23. How well did the parent explain the hypothetical situation to the child?
24. How well did the child seem to understand the hypothetical situation?
25. After the interaction, how well prepared was the child for this hypothetical social situation?

For questions 26 - 43, use the following scale:

0	1	2	3	4	5
NA	never	hardly ever	sometimes	often	very often

#### How often during the interaction . . .

26. did the parent provide information or instruction to the child relevant to preparing for the social situation?
27. did the parent ask the child for ideas or input?
28. did the parent check for understanding?
29. did the parent ask the child questions that lead to the child giving one word answers?
30. did the parent paraphrase to clarify information?
31. did the parent provide specific examples?
32. did the parent provide structure or rules for what could or could not be done in this situation?
33. did the parent make suggestions for what to do in this situation?
34. did the child consider the parent's suggestions? (use NA if no parental suggestions were made)
35. did the child make suggestions for what to do in this situation?
36. did the parent consider the child's suggestions? (use NA if no child suggestions were made)
37. was the parent able to keep the child involved in an interaction pertaining to the assigned task?
38. did the child seem frustrated or confused?
39. were family members supportive of empathetic?
40. were family members positive or reinforcing?
41. were family members cooperative or helpful?
42. were family members negative or critical?
43. were family members hostile or threatening?

44. What is your impression of the level of involvement of family members in the interaction pertaining to the assigned task? (participation, attentiveness, responsiveness, body posture, etc.)

1	2	3	4	5
low		moderate		high

### C. Problem Solving Task

45. How well was the problem defined by family members during this interaction?
1. not at all defined
  2. somewhat defined
  3. very well defined
46. Did family members seem to understand the problem?
1. no one seemed to have an understanding of the problem
  2. some seemed to understand the problem while others did not
  3. all seemed to have **some** understanding of the problem
  4. all seemed to have the **same** understanding
47. What was the extent of the problem resolution?
1. no resolution - little or no attempt to solve problem
  2. no resolution - total disagreement on solution
  3. somewhat resolved - valid solution(s) proposed, but no solution agreed on
  4. resolved - family members agreed on a solution

For questions 48 - 52, use the following scale:

1	2	3	4
not at all true	hardly true	somewhat true	very true

48. There was a wide range of solutions suggested.
49. The family proposed realistic or feasible solutions.
50. The family discussed the advantages and disadvantages of proposed solutions.
51. The family is likely to follow through with the proposed solution.
52. Family members seemed satisfied with the resolution.

For questions 53 - 62 use the following scale:

1	2	3	4	5
never		sometimes		very often

**How often during the interaction . . .**

53. were family members supportive or empathetic?
54. were family members positive or reinforcing?
55. were family members cooperative or helpful?
56. were family members sarcastic in a denigrating or hurtful way?
57. were family members negative or critical?
58. were family members hostile or threatening?
59. did family members use aversive techniques to get their way?
60. did family members interrupt each other?
61. did the family stay on topic?
62. did the family work together as a team?
63. What is your impression of the level of involvement of family members in the interaction pertaining to the assigned task?  
(participation, attentiveness, responsiveness, body posture, etc.)

1	2	3	4	5
low		moderate		high

### D. Freeplay Task

For questions 64 - 74 use the following scale:

1	2	3	4	5
never	hardly ever	sometimes	often	very often

#### How often during the interaction . . .

64. did the parent and child play or talk together?
65. did the parent and child play at separate activities?
66. was the parent directive of the child's activities? (parent told the child what to play or how to play)
67. was the child directive of the parent's activities? (child told the parent what to play or how to play)
68. were family members supportive or empathetic?
69. were family members positive or reinforcing?
70. were family members cooperative or helpful?
71. were family members negative or critical?
72. were family members hostile or threatening?
73. did the parent seem to be having fun?
74. did the child seem to be having fun?
75. Did the mother tell the child to pick up the toys when the interviewer gave the cue?
- 1 - yes
- 2 - no
76. During clean-up, how was the task divided?
- 1 - child did all the clean-up
- 2 - child did most of the clean-up
- 3 - parent and child participated equally
- 4 - parent did most of the clean-up
- 5 - parent did all of the clean-up

### E. General Impressions

The following items pertain to all 4 tasks (communication task, social teaching task, problem solving task and freeplay task).

For questions 77 - 85 use the following scale:

0	1	2	3	4	5
NA	never		sometimes		very often

**How often during the interactions . . .**

- 77. did the parent give commands to the child?
- 78. did the child comply to commands given by the mother? (use NA if **no** commands were given).
- 79. did the parent seem friendly and pleasant to the child?
- 80. did the parent seem generally accepting of the child?
- 81. did the parent seem distant/detached from the child?
- 82. did the child seem friendly and pleasant to the parent?
- 83. did the child seem distant/detached from the parent?
- 84. did the family member seem down or depressed?
- 85. did the family member seem irritable or angry?

For questions 86 - 90, use the following scale: (use 0 if you have no basis from this interaction to have an impression)

0	1	2	3	4	5
no basis	never		sometimes		very often

**Based on your impressions, how often . . .**

- 86. does the parent use appropriate disciplines (withdrawal of privileges, time-out, work chores, grounding, etc.)
- 87. does the parent use inappropriate disciplines (spanking, yelling, threats, etc.)
- 88. does there seem to be a lack of parental discipline (child seems to be able to do as he/she pleases without consequence)?
- 89. does the parent seem to monitor the child and know what he/she is up to?
- 90. does the parent positively reinforce the child (praise, affection, material rewards, special privileges) for desired behaviors?



Family ID \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  
 Wave BL-1, TM-3, FU1-4, FU2-5, FU3-6  
 Cohort 1 2 3  
 Phase Main-A, Rel-B  
 Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Coder \_\_\_\_ \_\_\_\_  
 Parent Mother-3, Father-2, Other-0

C	P	Parent	
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**A. Comm. Task**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. P \_\_\_\_\_  
C \_\_\_\_\_
- 6. P \_\_\_\_\_  
C \_\_\_\_\_
- 7. P \_\_\_\_\_  
C \_\_\_\_\_
- 8. P \_\_\_\_\_  
C \_\_\_\_\_
- 9. P \_\_\_\_\_  
C \_\_\_\_\_
- 10. P \_\_\_\_\_  
C \_\_\_\_\_
- 11. P \_\_\_\_\_  
C \_\_\_\_\_
- 12. \_\_\_\_\_

**B. Social Teaching**

- 13. P \_\_\_\_\_  
C \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. A \_\_\_\_\_ B \_\_\_\_\_
- 16. A \_\_\_\_\_ B \_\_\_\_\_
- 17. A \_\_\_\_\_ B \_\_\_\_\_
- 18. A \_\_\_\_\_ B \_\_\_\_\_
- 19. A \_\_\_\_\_ B \_\_\_\_\_
- 20. A \_\_\_\_\_ B \_\_\_\_\_
- 21. A \_\_\_\_\_ B \_\_\_\_\_
- 22. A \_\_\_\_\_ B \_\_\_\_\_
- 23. \_\_\_\_\_
- 24. \_\_\_\_\_
- 25. \_\_\_\_\_
- 26. \_\_\_\_\_
- 27. \_\_\_\_\_
- 28. \_\_\_\_\_

- 29. \_\_\_\_\_
- 30. \_\_\_\_\_
- 31. \_\_\_\_\_
- 32. \_\_\_\_\_
- 33. \_\_\_\_\_
- 34. \_\_\_\_\_
- 35. \_\_\_\_\_
- 36. \_\_\_\_\_
- 37. \_\_\_\_\_
- 38. \_\_\_\_\_
- 39. P \_\_\_\_\_  
C \_\_\_\_\_
- 40. P \_\_\_\_\_  
C \_\_\_\_\_
- 41. P \_\_\_\_\_  
C \_\_\_\_\_
- 42. P \_\_\_\_\_  
C \_\_\_\_\_
- 43. P \_\_\_\_\_  
C \_\_\_\_\_
- 44. P \_\_\_\_\_  
C \_\_\_\_\_

**C. Problem Solving**

- 45. \_\_\_\_\_
- 46. \_\_\_\_\_
- 47. \_\_\_\_\_
- 48. \_\_\_\_\_
- 49. \_\_\_\_\_
- 50. \_\_\_\_\_
- 51. \_\_\_\_\_
- 52. P \_\_\_\_\_  
C \_\_\_\_\_
- 53. P \_\_\_\_\_  
C \_\_\_\_\_
- 54. P \_\_\_\_\_  
C \_\_\_\_\_
- 55. P \_\_\_\_\_  
C \_\_\_\_\_
- 56. P \_\_\_\_\_  
C \_\_\_\_\_
- 57. P \_\_\_\_\_  
C \_\_\_\_\_
- 58. P \_\_\_\_\_  
C \_\_\_\_\_

59. P \_\_\_\_\_  
C \_\_\_\_\_

60. P \_\_\_\_\_  
C \_\_\_\_\_

61. P \_\_\_\_\_  
C \_\_\_\_\_

62. \_\_\_\_\_

63. P \_\_\_\_\_  
C \_\_\_\_\_

**D. Freeplay**

64. \_\_\_\_\_

65. \_\_\_\_\_

66. \_\_\_\_\_

67. \_\_\_\_\_

68. P \_\_\_\_\_  
C \_\_\_\_\_

69. P \_\_\_\_\_  
C \_\_\_\_\_

70. P \_\_\_\_\_  
C \_\_\_\_\_

71. P \_\_\_\_\_  
C \_\_\_\_\_

72. P \_\_\_\_\_  
C \_\_\_\_\_

73. \_\_\_\_\_

74. \_\_\_\_\_

75. \_\_\_\_\_

76. \_\_\_\_\_

**E. General**

77. \_\_\_\_\_

78. \_\_\_\_\_

79. \_\_\_\_\_

80. \_\_\_\_\_

81. \_\_\_\_\_

82. \_\_\_\_\_

83. \_\_\_\_\_

84. P \_\_\_\_\_  
C \_\_\_\_\_

85. P \_\_\_\_\_  
C \_\_\_\_\_

86. \_\_\_\_\_

87. \_\_\_\_\_

88. \_\_\_\_\_

89. \_\_\_\_\_

90. \_\_\_\_\_