

Adapted Legerstee Imitation Task (ALIT)
Project ImPACT

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Administration Manual
Project Impact

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ALIT Overview:

This procedure is adapted from: Legerstee, M., & Markova, G. (2008) Variations in 10-month-old infant imitation of people and things. *Infant Behavior and Development*, 31(1), 81-91.

We have adapted the procedures of Legerstee & Markova for the assessment of imitation skills of only the human agent performing put in and take out tasks successfully in infant/toddler siblings of children with autism who will enter the ImPACT project at 12-15 months and exit the project at 21-24 months.

The ALIT is to be recorded, and then later coded for imitation (see ALIT Coding Manual).

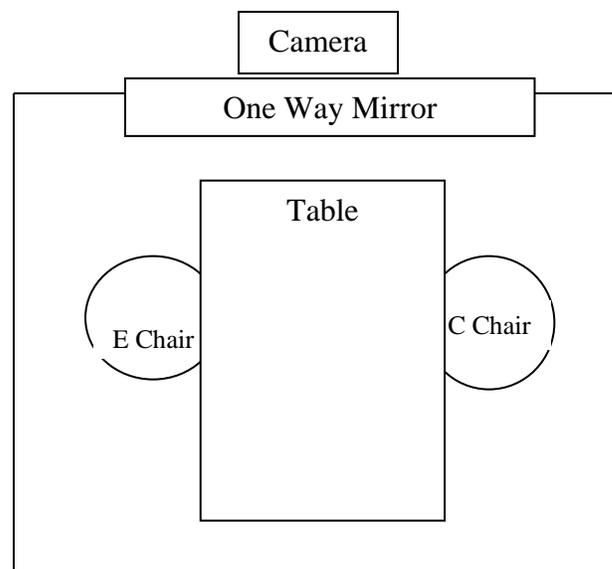
Room Arrangement:

The ALIT is to be conducted in a room that has been cleared of environmental distractions. The room should contain a table and two chairs. The table should be positioned perpendicular to the one way mirror. One chair will be positioned behind the table for the infant, who will be seated on the caregiver's lap. A second chair will be positioned in front of the table for the examiner. A bin with a top will be placed below the table for storage of materials when not in use.

Positioning of Recording Materials:

One digital camera will be used to film the sessions. The camera will be placed in the observation room behind the one way mirror and actively manipulated by a researcher to capture both the behaviors modeled by the examiner and the responses of the infant, who is seated on the caregiver's lap.

The camera should be positioned in a way that allows the observer to see the bottom of each bowl, so the coder can observe whether or not the child releases the objects they "put in." This may require that the camera is looking down on the testing arena rather than straight ahead.



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Dress and Appearance for the Examiner:

The examiner will wear a black long-sleeve shirt or sweater that provides a clear view of her face and oversized beige gloves.

The examiner will display a friendly, but neutral facial expression.



Materials: See page 5 for an itemized list.

Materials include 8 different item sets, each of which will include a clear Family Size Glad container and a small toy item that fits within each of the containers.

Procedure Planning:

Before the child arrives, the examiner will write the numbers 1-8 on index cards. The examiner will shuffle the cards, then draw cards one at a time, recording the numbers drawn in the Presentation Order column on the ALIT Planning sheet. These numbers will indicate the order in which tasks are to be presented (put in or take out). The examiner will then shuffle and draw the cards again, recording the numbers drawn in the Object Set column on the ALIT Planning sheet. These numbers will specify the Object Set that is to be used for each trial.

After completing the planning sheet fill in the Administration Sheet to use during the procedure.

Administration Procedures:

The examiner will be seated across from the infant as indicated in positioning photo. The Infant will be seated in his/her caregiver's lap, in an upright position, facing the examiner. The caregiver will wear sunglasses with lenses duct taped (on the inside of the lenses) to reduce the probability of the caregiver providing cues for infant behavior.

The Infant will be supported gently around the waist by their caregiver in such a way to allow for free movement of arms and upper bodies.

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Caregiver instructions:

Once the child is in the room and the recording has begun, the examiner gives the caregiver the following instructions.

“During this procedure, we want to get a feel for how your child imitates different actions. Please hold him/her on your lap facing the table so that they can reach the materials that we present, but don’t give them any directions or any assistance with imitating the actions that I show them. To help you refrain from giving help unintentionally, we’d like you to wear these glasses. Is that ok?” (If not, ask parents to close their eyes during the procedure).

Announcement:

Prior to beginning the ALIT, the examiner makes the announcement as follows: State the Project name, ID #, name of the measure, the time period and the date. Say “Start coding here” and start the timer.

Example: “This is Project Impact, ID number 101, ALIT, Time One, on January 15, 2015, Start Coding Here.”

During the warm-up period and the administration of the tasks, the examiner should refrain from talking to the child or providing feedback about the child’s performance, other than saying “your turn” and providing general praise for looking and playing, if needed.

Warm-up period: To Be Presented Prior to the First Imitation Task Only

1. Examiner will bang a drum, play a xylophone, and/or press a squeaky toy.
2. Examiner will give the instrument/item to the infant, say “your turn,” and allow the infant to play with the item briefly.
3. Repeat steps 1 and 2 **if needed** to engage the infant.
4. You can say “my turn” to retrieve the toy from the child.

Administration of Tasks

After the warm up period, the examiner will present put in and take out tasks in the randomized order selected for the child.

Put In Task

1. The examiner prepares the “Put In” task for demonstration prior to showing the child the materials by taking the toy out of the bowl. **This must be done out of the child’s line of site!**
2. Place the bowl and the toy on the table side by side one another, in front of the examiner.
3. Say the child’s name and then say, “Look!”
4. Demonstrate the task by placing the toy directly in the bowl in an exaggerated way, releasing it completely (i.e. with slow and large movements) to emphasize the “Put In” action.

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5. Prepare the task for the child. This is like step 1 and should be done out of the child's line of site!
6. Present the materials directly in front of the child, side by side and within reach, saying "your turn," and wait 20 seconds for the infant to respond. The presentation of materials to the child should be completed slowly. If materials are presented too quickly, the child may think the game is to pass the bowl back to the examiner, rather than to "Put In."
7. When the task is finished, the toy and bowl will be stored out of the child's site.
8. If the child throws the item or pushes the items back to the examiner, the trial is finished.
9. You can say "my turn" to retrieve the toy from the child or use a "bait and switch" tactic by showing them the new item before retrieving the previous bowl and toy.
10. A new set of toys will be used for the next task.

Take Out Task

1. The examiner prepares the "Take Out" task for demonstration prior to showing the child the materials by placing the toy in the bowl. **This must be done out of the child's line of site.**
2. Place the bowl with the toy inside it on the table, in front of the examiner.
3. Say the child's name and then say, "Look!"
4. Demonstrate the task by removing the toy from the bowl in an exaggerated way and set it on the table, releasing it completely (i.e. with slow and large movements) to emphasize the "Take Out" motion.
5. Prepare the task for the child. This is like step 1 and should be done out of the child's line of site!
6. Present the materials directly in front of the child, with the toy already placed inside the bowl, say "your turn," and wait 20 seconds for the infant to respond. The presentation of materials to the child should be completed slowly. If materials are presented too quickly, the child may think the game is to pass the bowl back to the examiner, rather than to "Take Out."
7. When the task is finished, the toy and bowl will be stored out of the child's sight.
8. If the child throws the item or pushes the items back to the examiner, the trial is finished.
9. You can say "my turn" to retrieve the toy from the child or use a "bait and switch" tactic by showing them the new item before retrieving the previous bowl and toy.
10. A new set of toys will be used for the next task.

***In both the Put In and Take Out tasks, you should give the child 20 seconds to complete the task. Start counting to 20 after the child touches the items. If the child presents an unorganized response (picks up the items and waves them in the air, or moves the items to the side of the table), place the items in front of the child up to two more times total before removing the toy and the bowl.**

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***If the child is not engaged with the toy to be placed “in” or to be taken “out” (e.g. the child is solely focused on the clear container, holding it or mouthing it), then the examiner should wait a full 10 seconds for the child to engage with the item/toy. If after 10 seconds the child continues to be completely un-engaged with the toy, the examiner may end the task prior to the 20 second time frame. If however, the child is manipulating the toy (even in seemingly unproductive ways), the examiner should wait the full 20 seconds in order to allow the child the opportunity to put the toy completely “in” the container or completely “out” of the container.**

After all 8 item sets have been presented, say “Stop coding here.”

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ALIT materials

Clothing:



Clothing:

- Black long-sleeve shirt or sweater that provides a clear view of the face
- Oversized, beige gloves

Play Materials:

- 8 clear Family Size Glad containers
- 2 splash balls or 2 squishy blocks
- 2 nesting cups
- 2 rattles
- 2 small stuffed animals
- *Items must be able to fit within the bowls/colanders.
- One storage bin with a lid for storage of play materials out of site when not in use. Bin should fit under the table.
- Sunglasses for the parent, with duct tape covering the inside of the lenses.



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ALIT Planning Sheet:

Task	Presentation Order	Object Set
Put In		
Take Out		

ALIT Administration Sheet

Order	Task	Toy/Bowl
1		
2		
3		
4		
5		
6		
7		
8		

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Assigned Item Sets for Vanderbilt

Set	Toy
1	Lion Rattle
2	Sheep
3	Yellow Block
4	Blue Block
5	Bead Rattle
6	Yellow Cup
7	Pink Cup
8	Bunny