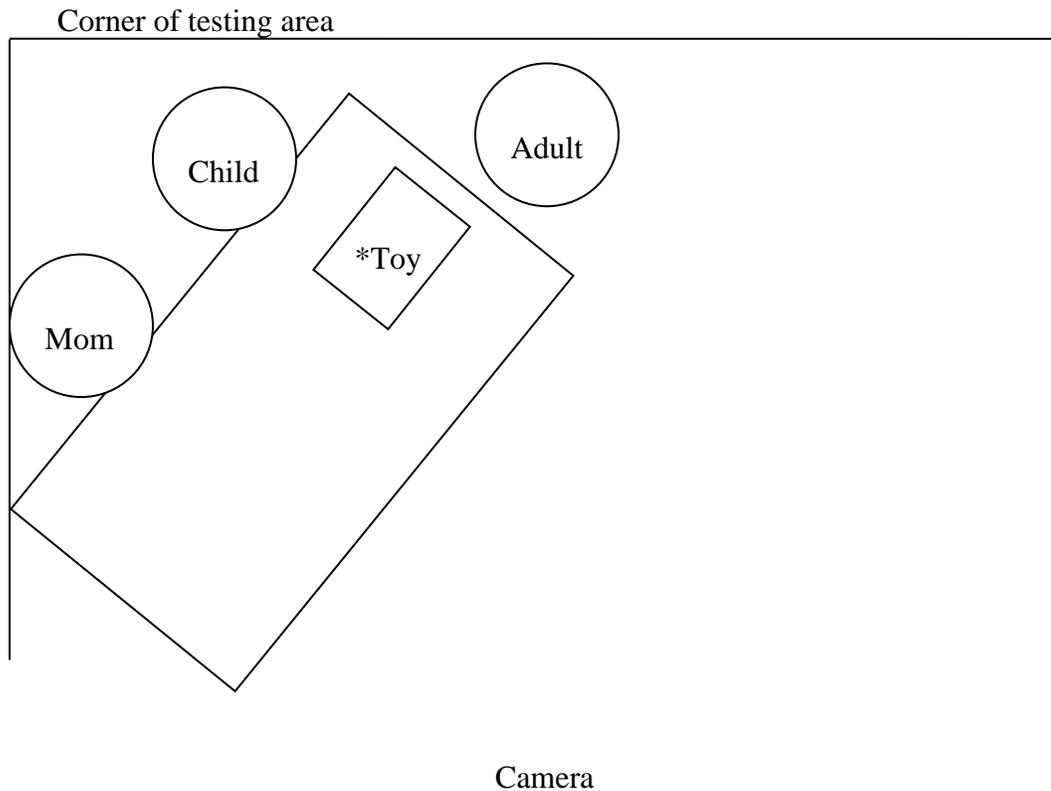


CSBS Administration manual and worksheet
3/23/09

Rationale for putting child at table-

1. We are coding mostly nonverbal communication, which requires coders to have a good view of children's gaze. Past experience indicates that gaze is much easier to code when the child is at the table.
2. The CSBS administration manual indicates to position the child at the table.
3. We are using the scale scores and are thus influenced by adherence to published CSBS administration manual.

Positioning of child, adult, toy relative to camera.



The child sits in the Tripp Trapp chair and remains seated for the duration of the assessment, only being allowed out of the seat if absolutely necessary.

The administration manual for the CSBS is vague in some places. The following is meant to specify and standardize the directions so that our administration will be standard across sites and children.

The first part of this manual indicates an overview of the principles. This is the level at which feedback and administrative certification will be made. The checklist is a more detailed description of administration directions.

Outline of Behavior Sampling Procedures

I. BEHAVIOR SAMPLE

A. Instructions to Parent

B. Opportunity 1

1. Administration of wind up toy: tempt, 3 prompt and wait sequences if no communication (examiner must learn what communication means), 2 presentations, reward and closure.
2. Toys in Bag: does adult encourage child to take a toy from the bag

C. Opportunity 2

1. Administration of Balloon (tempt, 3 prompt and wait sequences if no communication), 2 presentations. reward and closure.
2. Toys in Bag does adult encourage child to take a toy from the bag
3. Gaze/Point Following Probe (1 name, point, "look" to one picture or object)

D. Opportunity 3

1. Administration of Bubbles (tempt, 3 prompt and wait sequences if no communication), 2 presentations, reward and closure.
2. Toys in Bag: does adult encourage child to take a toy from the bag

E. Opportunity 4

1. Administration of Jar of Cheerios (tempt, 3 prompt and wait sequences if no communication), 2 presentations, reward and closure.
2. Toys in Bag does adult encourage child to take a toy from the bag

F. Opportunity 5

1. Instructions to Caregiver
2. Administration of Books (2 books presented, no prompts to communicate, responsive)
3. Gaze/Point Following Probe (1 name, point, "look" to one picture or object)

G. Opportunity 6

1. Instructions to Parent
2. Symbolic Play Probe
 - a. present feeding toy set (try to get child to touch 4 objects, avoid giving instructions, allows to play for at least 3 minutes)
 - b. provide verbal instructions and modeling for feeding doll with spoon and stirring if child doesn't do so on own.
3. Comprehension Probe
 - a. Object names (does the examiner ask for objects without nonverbally cueing the child, provide at least 2 distractor objects, praise correct performance, and use the correct number of trials?)
 - b. Person names (does examiner ask "where is x?" without cueing child nonverbally, praise correct performance, and give the correct number of trials?)
 - c. Body parts (does examiner ask for child to indicate named body part without nonverbal cueing while emphasizing the name of the body part, praise correct performance, and ask for the correct number of body parts to be indicated?)
4. Constructive Play Probe (blocks)
 - a. Blocks (does examiner attempt to get the child to build a block tower via demonstration and verbal encouragement)?

The worksheet is a step by step worksheet to better specify the sequence and conditions under which certain actions should occur. See CSBS administration worksheet.