

1. Face-to-face and on the child’s level

*The adult is **face-to-face with the child**. The child’s and adult’s bodies are oriented toward each other, and they are at a similar level (or the adult can be slightly below the child’s eye level), such that the adult is **within the child’s line of sight**. If playing, toys are between the adult and child when possible (this may be difficult in some activities, such as building a puzzle, or playing with a large dollhouse or in gross motor play). If the adult is required to move away from the child, or if the child walks away, the adult returns to being face-to-face as soon as possible.*

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|--|
| <p>The adult is rarely or never face-to-face and on the child’s level. The adult is almost always standing, seated above the child, or behind the child.</p> | <p>The adult is occasionally face-to-face and on the child’s level, however, most of the time, the adult may be standing, or seated above, behind; OR the adult is next to the child for most of the session.</p> | <p>The adult is face-to-face and on the child’s level for about half the session. Half the time, the adult may be standing, or seated above, behind or next to the child.</p> | <p>The adult is usually face-to-face and on the child’s level. When the child moves, the adult adjusts somewhat slowly, but eventually returns to a face-to-face position.</p> | <p>The adult is face-to-face and on the child’s level throughout the session. When the child moves, the adult quickly adjusts position to return to a face-to-face position.</p> |

2. Following the child's lead

The adult provides several **developmentally appropriate activity options**, and **allows the child to choose** which toy or activity to play with, **how to play**, and **how long** to stay with an activity. The adult then **joins in the child's chosen activity** by playing with the child, helping the child with an activity, handing the child more pieces, or playing another "role" in the activity. **The adult and child are both active participants in the activity.** If the child does not choose an activity, or expresses disinterest in or dislike of an activity, the adult **notices and responds accordingly.** This may include using the situation to practice expressing refusal, offering a choice between two new materials, or moving new toys into the child's line of sight to encourage changing activities or entice the child's interest. The adult is **permitted to set limits** (e.g. limit their child's time off camera) and to **intervene if the child is engaging in harmful, disruptive, repetitive or inappropriate activities.** If using intervention strategies during an adult-directed activity (e.g. washing hands), the adult incorporates child choices when possible.

If the parent directs the child back on camera to play with a particular toy, we will not consider this as an adult-led activity because the parent is following our PCFP directions for the child to play "on camera." However once the child is back on camera, the parent will be coded for how well they follow their child's lead.

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|
| <p>The adult rarely or never joins the child in a child-led activity; OR signs of child interest or disinterest are largely ignored. An adult who merely watches the child should be rated a 1.</p> | <p>The adult sometimes joins the child in a child-led activity, but most opportunities are missed; OR most signs of child's interest or disinterest are ignored.</p> | <p>The adult joins in a child-led or child-chosen activity about half the time, but frequently directs the child to a certain activity, toy, or play action.</p> | <p>The adult joins in a child-led or child-chosen activity for the majority of the session. There may be times when the adult is obviously prompting the child (not just directing them). Most signs of child interest or disinterest are acknowledged. The adult may occasionally choose for the child or direct the child to play in new ways.</p> | <p>The adult almost always joins the child in a child-led activity. There may be times when the adult is obviously prompting the child (not just directing them). Signs of child interest or disinterest are acknowledged.</p> |

3. Positive affect and animation

The adult displays **rich positive affect** to promote child **engagement**. This may include adjusting vocal quality or tone, **gestures**, and facial expressions. Affect is **matched to the child's individual sensory needs**, such that the adult promotes engagement without over-arousing the child. On the other hand, some children may need higher levels of affect and animation due to their lack of responsiveness and low arousal level.

| 1 | 2 | 3 | 4 | 5 |
|--|--|--|--|--|
| <p>The adult's affect appears flat or uninterested throughout the session. The adult does not laugh, smile, or use exaggerated tone.</p> | <p>The adult <u>occasionally displays</u> exaggerated positive affect, but does not exaggerate vocal tone, gesture, and/or facial expression for the majority of the session; <u>OR</u> animation is poorly adjusted to the situation and child's sensory needs.</p> | <p>The adult uses a combination of vocal tone, gesture, and/or facial expression to display exaggerated positive affect for about half of the session <u>OR</u> uses only one method for the majority of the session; <u>OR</u> animation is occasionally adjusted to the situation or child's sensory needs.</p> | <p>The adult usually uses a combination of vocal tone, gesture, and/or facial expression to display exaggerated positive affect, but misses several opportunities; <u>OR</u> the adult uses only one method of displaying positive affect throughout the entire session. The adult usually adjusts animation as needed.</p> | <p>The adult uses a combination of vocal tone, gesture, and/or facial expression to display exaggerated positive affect consistently throughout the session. The adult usually adjusts animation as needed.</p> |

4. Responding to attempts to communicate

The adult **verbally responds** to the child's attempts to communicate. The child's attempt might include:

- *Vocalizations: when a child vocalizes they must also attend to the adult (with gaze to the face) **or** they must attend to an object. Attention to an object is demonstrated when the child looks at an object, deliberately moves an object or deliberately manipulates it.*
- *Eye contact*
- *Word approximations*
- *Gestures*
- *Joint attention*

The parent responds by repeating, clarifying and/or expanding on the child's communication. If the child uses a joint attention skill (e.g. **pointing, showing, or giving**) the adult responds naturally by verbally interpreting the child's communication or by complying.

If a parent uses an "empty filler" to respond to their child's attempt to communicate, like "yeah" or "whatcha doing?" these will not be coded as a parent response.

| 1 | 2 | 3 | 4 | 5 | N/A |
|--|--|--|---|--|---|
| <p>The adult rarely or never responds to the child's vocalizations and nonverbal attempts to communicate. The adult may make unrelated comments, or perform unrelated play acts in response. If the adult provides a few verbal responses but does not treat the child's communication as meaningful, rate as 1.</p> | <p>The adult occasionally provides meaningful responses to child's vocalizations and nonverbal attempts to communicate, but usually fails to respond, or usually responds in unrelated ways (i.e. low quality response).</p> | <p>The adult sometimes responds to child's vocalizations and nonverbal attempts to communicate by clarifying or expanding on the child's utterances. About half the time, the adult fails to respond, or responds in unrelated ways. If the adult always repeats the child's utterances, but never expands on the child's communication, rate a 3.</p> | <p>The adult usually provides responses to the child's vocalizations and nonverbal attempts to communicate and treats them as meaningful, but occasionally fails to respond or misses some opportunities to clarify and expand the child's communication.</p> | <p>The adult nearly always responds to child's vocalizations and nonverbal attempts to communicate. This includes expanding or clarifying child utterances, and responding to the child's actions as meaningful. The adult misses no more than a few opportunities to respond.</p> | <p>N/A: The child does not vocalize or initiate communication with the adult.</p> |

5. Using communicative temptations

The adult deliberately creates situations meant to **elicit communication from the child**. These “communicative temptation” may involve:

- Blocking the child’s play
- Putting toys in sight but out of reach
- Limiting or withholding access to toys
- Using toys or containers for which the child needs assistance
- Modeling a silly or unusual play act.

In most cases, the adult will have shared control over the materials, such that s/he can limit access as needed. These strategies are followed by a brief period of **expectant waiting** to give the child an opportunity to respond.

The environment and/or toys must be used to set up a temptation and the adult deliberately sets this up. A parent only asking the child a question does not meet the definition of a communication temptation.

| 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|--|--|-----|
| The adult never creates clear opportunities for the child to initiate. | The adult creates clear opportunities for the child to communicate 1-2 times. | The adult creates clear opportunities for the child to communicate 3-4 times. | The adult creates clear opportunities for the child to communicate 5-10 times. | The adult creates clear opportunities for the child to communicate more than 10 times. | |