

**Laboratory for the Study of Child and Family Relationships (LSCFR)**

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**THE LAB IS A NUT-FREE ZONE!!!!**

**This includes rooms 0101, 0102, and the 1108 suite of offices!**

**Lab website:** <http://www.umdrubinlab.com/>

The primary goal of the *LSCFR* is to advance our understanding of child and adolescent social and emotional development. We are particularly interested in vulnerability and resilience among children at-risk for maladaptive psychosocial outcomes. Our current projects include basic research on:

- The development of adaptive (social competence; civic engagement) and maladaptive (social withdrawal; aggression) social behaviors and peer relationships (friendship; peer acceptance and rejection; bullying and victimization; early romantic relationships) in childhood and adolescence.
- The determinants and stability of parent-child relationships, parenting behaviors and beliefs about normal and abnormal/dysfunctional development.
- Predicting the development of adaptive and dysfunctional child and adolescent outcomes from the constellation of biological factors (e.g., temperament), context (e.g., culture), parenting and parent-child relationships, and peer relationships. Positive outcomes include social and emotional competence. Negative outcomes include social anxiety, depression, loneliness, rejection sensitivity, and negative self-esteem.
- Cultural influences on parenting, parent-child relationships and children's social and emotional development. Ongoing work is taking place in Brazil, China, Italy, and Portugal.
- The effects of intervention experiences for socially anxious and withdrawn young children.

**Lab meetings are held at 10:30 AM every Friday during the semester in 1108 Benjamin. Please see UMD's academic calendar here: <http://www.provost.umd.edu/calendar/16.cfm>**

### **Course description**

This course provides undergraduates with a research experience in the *Laboratory for the Study of Child and Family Relationships* (Director: Dr. Ken Rubin). *Students will participate in a National Institute of Mental Health-funded study involving Drs. Andrea Chronis-Tuscano (PI; Psychology) and Drs. Rob Coplan, Lea Dougherty, Charissa Cheah, Paul Hastings, and Ron Rapee (consultants).* This project examines early intervention programs for preschool children at-risk for social anxiety and social phobia, and their parents. Students in the *Laboratory for the Study of Child and Family Relationships* will be trained to code and collect observational data of the preschoolers in their preschools and in the lab; students will also be trained to collect and code observational data of mother-child interaction in the lab. Students may also be trained in the collection and editing of physiological data including measures of autonomic and neuroendocrine functioning.

In addition to gaining hands-on research experience working on the Preschool Shyness Study (<https://sites.google.com/site/umdlittleturtles/umd-preschool-shyness-study>), you will be exposed to theories, research, and methods pertaining to the study of parenting and parent-child relationships. Particular emphasis will be given to aspects of parenting and parent-child relationships during the early and middle years of childhood and into early adolescence. Several themes will run through the course material: (1) the transactional relation between “child factors” (e.g., *temperament; personality; gender*) and “parenting factors” (e.g., *parent personality*); (2) *felt security* (attachment) as a significant developmental phenomenon; (3) the importance of parents’ *belief* structures in setting the stage for parenting styles and strategies; (4) prototypical parenting styles and whether or not they are myths; (5) the *causes, correlates, and consequences* of parent-child relationship quality, parenting beliefs, and parenting styles; and (6) *cross-cultural* universals and differences related to “all of the above”.

### **Course objectives**

Students completing this course will:

1. Become familiar with the literature on parenting and parent-child relationships
2. Become familiar with relevant research methodology and practice.
3. Gain the knowledge and skills necessary to code and enter questionnaire and observational data, as well as complete other important research-related tasks.
4. Apply the substantive knowledge and research experience gained throughout this course to satisfactorily meet the course requirements outlined below.

## Course Requirements

In addition to serving as a research intern in the *Laboratory for the Study of Child and Family Relationships* working on the Preschool Shyness Study, enrolled students will be required to successfully complete the requirements outlined below.

- **Credit Hours:** Students will take EDHD498L for 3 credits, which translates into 10 hours of laboratory work each week. Laboratory meetings will count toward the 10 hours. Students will complete 135 hours per semester.
- **CITI Training:** Students are required to complete CITI training within the first 1-2 weeks of the semester (<https://www.citiprogram.org/>). The student must turn in an electronic version of their CITI certificate of completion to their direct supervisor by the first weekly meeting. *Failure to complete CITI training in a timely fashion will result in being dismissed from the lab.*
- **Lab Meetings** are at **10:30AM on Fridays in room 1108 Benjamin Building**. *Students are required to attend lab meetings as well as meetings with a mentor related to training sessions, lab activities, and course requirements.*
- **Signed Syllabus Contract:** All students must sign and date the last page of the syllabus acknowledging their understanding of, and agreement with, the requirements of the course.
- **Journal Club:** Journal club is held during the weekly lab meetings and involves a brief discussion of one theoretical or empirical research article relevant to the research being done in our lab. ***Each student is responsible for serving as a discussion leader during journal club once during the semester. Students will serve as discussion leaders in groups of two. Every student is required to post at least one discussion question from the reading to the ELMS website at least 24 hours before lab meeting (Thursday at 10:30 AM). Failure to submit at least one discussion question at least 24 hours prior to lab meeting will result in a 10% decrement to your journal club grade.***
- ***Discussion leaders*** are responsible for reading and synthesizing the discussion questions sent in by the group. *These questions should be used to guide the discussion of the article during journal club.* The two leaders for the week will be expected to facilitate the discussion of the article by asking leading questions, providing feedback on others' comments, and insuring an engaged conversation. Sign-ups for journal club will be completed at the first lab meeting.
  - *Specifically, the following must be discussed in order to receive full credit for facilitating journal club (failing to meet the expectations for leading journal club will result in a 15% decrement to your journal club grade):*
    - Answer the following questions:
      - What is the study about?
      - What do we know about the topic (situate the article)?
      - Why is it important?
    - Discuss the hypotheses and methods (if applicable).
    - Discuss the results (if applicable).
    - Facilitate a discussion of the article making sure to incorporate the most relevant and common discussion questions.

- **For students who have an approved excuse for missing lab meetings:**  
Students who have an approved excuse for missing lab meetings will:
  - Submit one discussion question prior to each lab meeting
  - Submit one one-page response papers in lieu of leading a discussion
- **Senior Thesis Project:** Each senior in the lab will complete a research thesis or literature review as their capstone project. Senior students will be assigned a graduate student or post-doctoral mentor who will assist in the review or research project. *Students are expected to complete an empirical study unless explicitly granted permission, by Dr. Rubin, to complete a literature review.* The literature review must be completed on the same timeline as the senior thesis (described below). *For those students who will be applying to graduate school, completing a thesis will allow Dr. Rubin to speak to your academic and research skills in a letter of recommendation, in addition to your skills as an RA.*
  - **Milestones** (see corresponding rubrics for specific details):
    - *End of Junior Year:* Rising seniors will be required to complete the *Senior Thesis Topic Selection Form*. Please see the *Senior Thesis Topic Selection Form* for more details.
      - ***NOTE:** Juniors who are studying abroad during the second semester of their junior year will complete these requirements in their first semester. If you are going abroad during the second semester of your junior year, you will meet the requirements and grading scale for the spring semester during your fall semester.*
    - *End of fall semester senior year:* Seniors will be required to formally submit a written proposal to their graduate student or post-doctoral mentor and to Dr. Rubin, three weeks prior to the examination period for the Fall semester. Please see the *Senior Thesis Proposal Rubric* for details. Students will be required to present their proposal to the lab for feedback on the **final meeting** of the lab during the fall semester.
    - *End of senior year:* *Graduating seniors will submit their thesis to their graduate student or post-doctoral mentor and to Dr. Rubin three weeks prior to the beginning of the Exam period.* Please see the *Senior Thesis Rubric* for more details. Graduating seniors will also present their thesis to the lab during the final lab meeting.
- **Professional Behavior**
  - Remember to always interact professionally with your supervisor(s), classmates, and research participants.
  - Participant confidentiality must be strictly maintained at all times. Documents (e.g., questionnaires, CDs/DVDs) with identifying information (i.e., names, dates of birth, contact information) must be kept confidential and, when disposing of anything containing identifying information, this should be shredded. Data must **never** leave the lab.
  - People who are not part of the research team (e.g., friends) should not be allowed to enter the lab (0101; 0102 Benjamin) or come in contact with the data without the permission of either Dani Novick or Dr. Nick Wagner.

- Dress in appropriate, professional attire whenever you're in the lab or in the *Center for the Study of Children, Relationships, & Culture* (1108 Benjamin). Do **not** wear:
  - Tattered/cut-off jeans/jean shorts (Bermuda/long shorts are fine)
  - Short-shorts, short rompers/shirts/dresses
  - Shirts with language/graphics that are vulgar, sexually explicit, or may otherwise be offensive
  - Attire that is revealing or provocative
  - Flip-flops (plastic/flimsy ones)
  - See-through blouses, shirts, pants (i.e., yoga pants/leggings) unless covered
  - Halter/tank tops while participants are in the lab (be prepared to cover shoulders)
  - Clothing that reveals bare midriff
  - Sweatpants, sweat shorts, workout clothing
  - DO NOT WEAR DRESSES WHEN YOU KNOW YOU WILL BE INTERACTING WITH CHILDREN
  - WEAR CLOSED-TOED SHOES WHEN INTERACTING WITH CHILDREN
- If you have any tattoos, please keep them covered while in the lab. Individuals may be asked to cover/take out any excessive body/facial piercings based on the discretion of the lab director.
- Please keep your hair neatly groomed and a natural hair tone. This also applies to facial hair.
- Please respond in a timely manner (i.e., within 24 hours) to emails or other contacts from your mentor or other lab members. Please make sure that your graduate student or post-doctoral mentor has an e-mail address and cell phone number that you check regularly. **Please “reply all” to group emails looking to find assistance with a specific task (e.g., childcare) so that everyone is in the loop. However, please take note of who you are “replying all to” and if all of those people need to see your message.**
- Laptop computers may be used for note taking during lab meetings, but **do not** use laptops or phones to check email or surf the internet during the weekly lab meetings in 1108 Benjamin.
- Please note your week to clean the lab on the cleaning schedule.
- **THE LAB IS A NUT-FREE ZONE!!!!**

**Grading for Freshman and Sophomores**

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	18.75%	75 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

**Grading for Juniors (Fall Semester)**

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	18.75%	75 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

**Grading for Juniors (Spring Semester)**

Attendance/Promptness/Reliability/ Successful completion of RA duties	75%	300 points
Journal Club	3.75%	15 points
Thesis Topic Selection	15%	60 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

**Grading for Seniors (Fall and Spring Semesters)**

Attendance/Promptness/Reliability/ Successful completion of RA duties	65%	260 points
Journal Club	3.75%	15 points
Senior Thesis Project	25%	100 points
Professionalism	6.25%	25 points
TOTAL:	100%	400 points

*\*\*In order to receive an 'A' in this class, you will likely need to satisfy the following:*

- Independent and conscientious completion of lab activities
- Consistent and timely attendance and active participation in lab meetings, including adequate preparation and thoughtful discussion of readings at lab meetings
- Being on time for participant visits/treatment sessions
- Adherence to professional and ethical behavior

*Attendance/Promptness/Reliability/Successful completion of RA duties*

- Satisfactory completion of all research duties assigned to you, including the fulfillment of your 10 hour per week commitment, will result in a full points for participation.

- *Absences (only in outstanding circumstances) should be discussed with Dani and/or Dr. Wagner at least 1 week prior to the missed meeting.* If lab meetings conflict with class, other arrangements should be made with your mentor and Dr. Rubin prior to the beginning of the semester. See notes under journal club.
- *Regarding childcare/study visit responsibilities, it is particularly important for you to let us know right away if an emergency arises that will prevent you from coming in.* When this happens, we will need to quickly find a replacement for childcare (which can be very difficult, as appointments often occur in the evenings or on weekends), or else we will have to cancel the visit with the family. It is best to send a group email (Dani, Matt, Kelly, or whomever is supervising the visit requiring childcare) so that someone can find a replacement ASAP.
- *Students are also required to notify their direct mentor, at least 1 week in advance if they will need to miss regular hours.* Generally, you will be required to make up any missed hours the following week. Additionally, students are required to keep track of their lab hours using the **Google Doc** log that has been distributed, and to review their completed hour logs **with** their mentor each week. Please email Dani Novick if you require access to this log.
- Students are required to work 10 hours per week in the lab. Research requires meticulous attention to detail; therefore, a high level of conscientiousness will be required. Students will specify times in which they will be available and in the lab (these hours may change some weeks depending on childcare duties). You should meet every week with your mentor to set goals to be accomplished each week, and to check-in on progress toward longer-term goals. Come prepared to ask any questions you may have. Should you run out of tasks to complete during your regular lab hours, email a mentor (e.g., graduate students, Dani, Dr. Wagner, and/or Dr. Rubin). Also check-in with any RAs who are working in the lab at that time, to see if you can assist with another project.
- **If there is an issue with attendance, promptness, reliability, or the successful completion of RA duties, your mentor will correspond with you either in person or via email. Dr. Rubin will be included on all correspondence of this sort. If this first contact does not immediately rectify the issue, the following will occur**
  - **1<sup>st</sup> Formal Warning:** A formal warning will be issued in writing. You will be required to meet with Dr. Rubin and Dr. Wagner to discuss the nature of the warning. You will also be required to complete a behavioral modification plan. *This warning will result in an immediate loss of 15% of this portion of your grade.*
  - **2<sup>nd</sup> Formal Warning:** A formal warning will be issued in writing. You will be required to meet with Dr. Rubin and Dr. Wagner to discuss the nature of the warning. You will also be required to complete a behavioral modification plan. *This warning will result in an immediate loss of an additional 20% of this portion of your grade.*
  - **3<sup>rd</sup> Formal Warning:** A third formal warning will result in dismissal from the lab and a failing grade in the course.

### *Journal Club*

- Meeting the requirements for journal club outlined above will result in full points.
- Failing to meet any of the requirements (submission of questions, leading the discussion) will result in the loss of all points associated with that meeting.

### *Junior Topic Selection and Senior Thesis Project*

- Grading for this project is outlined in the rubric. Additional expectations will be discussed during the one-on-one meeting with your graduate student or post-doctoral mentor and with Dr. Rubin. Dr. Rubin will play a significant role in the selection of your thesis topic and the successful completion of your senior thesis project. Both Dr. Rubin and your graduate student or post-doctoral mentor should be aware of your progress on a consistent basis.

### *Professionalism*

- Dr. Rubin and lab coordinators/administrators reserve the right to deduct points for professionalism at their discretion. You will be given fair warning before points are deducted. However, ***the standard of professionalism in this lab is very high, and failure to meet the standards outlined above will result in dismissal from the lab and a failing grade in this course.***

**Final note on grading:** Regular attendance and participation is essential for success in this lab. We will all benefit if lab members are engaged in discussion, questioning, and learning. ***If you suspect that you cannot meet the requirements outlined in this syllabus, you should drop the course.***

### **Mid-Semester Evaluation**

- Each student will be required to meet with Dr. Wagner for a mid-semester evaluation. Dr. Rubin will be highly involved in completing each student's evaluation and will join the mid-semester evaluation meeting when necessary.
- Blocks will be reserved and scheduling will be done 2 weeks prior to the mandatory meetings.
- Each student will be required to complete a self-evaluation form prior to this meeting.
- Presentation topics will also be confirmed at this meeting if not already confirmed with your direct supervisor and support team
- *\*Although the mid-semester evaluations provide a nice time to discuss things that are going well, and things that require more attention, each student should feel free to raise any concerns with Dr. Rubin or lab managers at any time.*



### **Letters of Recommendation**

- When requesting a letter of recommendation, students need to provide Dr. Rubin with transcripts, CV, statement of purpose and/or cover letter, GRE scores (if available), and information regarding the nature of the position/graduate program, to whom letters should be addressed, and a detailed list of main projects/tasks s/he worked on in the lab.
- In all instances, all relevant information should also be provided to the graduate student or post-doctoral mentor.
- **One month** minimum notice is required to your graduate student or post-doctoral mentor and Dr. Rubin. Only under extraordinary circumstances will recommendations be prepared with less than one month advance notice.

### **Academic Dishonesty**

The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware that the consequence for cheating, fabrication, facilitation, and plagiarism in this class is a grade of “F”. For more information on the Code of Academic Integrity or the Student Honor Council, please visit:

<http://www.studenthonorcouncil.umd.edu/whatis.html>

**Inclement Weather or Campus Emergency:** If the University is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website <http://www.umd.edu> or the snow phone line (301-405-SNOW) lab activities will be cancelled.

**Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>**

### **Scheduling**

You will choose 10 hours each week when you will consistently be in the lab. This includes lab meeting if you can make it. Please enter these hours in the “Rubin RAs” google calendar. Here is how to do this:

- 1) Go to google calendar ([www.google.com/calendar](http://www.google.com/calendar))
- 2) Click anywhere under the day you are trying to schedule
- 3) Click “edit event”
- 4) Enter your name into the event title box
- 5) Change the date and time of the time block you wish to schedule
  - a. If you are going to be out a certain day, click on “All day”
  - b. If you want to have this time block repeat each week click “Repeat...”
- 6) **Go to the calendar drop down menu and select “Rubin RAs”**
- 7) Click save

**Questions about scheduling? Contact Dani Novick.**

Please be sure to update your lab hours for each week. If you are sick one day, you can make up the hours during the weekend or during the next week. We are also collecting your availability outside of these 10 hours just in case an assessment or treatment day is scheduled at a time when no RAs are available. Dani Novick has sent out a **Google Doc** to collect all of your availability including times that you could help outside of your 10 lab hours. Please mark whenever you are available with an “x”.

If you want to take a day off for any reason, you will need to obtain the hours for that day prior to missing it, rather than making them up afterward.

Example: If you know that you have an important exam on a Thursday and must miss the 4 hours you were scheduled for on the Wednesday of that week, you will need to have completed these hours on Monday or Tuesday. You would not be able to make up those 4 hours on Friday after your exam.

If you are sick, want to take off hours, are going on vacation, or have a really great riddle to tell, please let Dani Novick know at your earliest convenience. **If you are starting to feel sick and know that you are helping out with an assessment on a weekday/weekend or are helping out with a treatment session please tell us IMMEDIATELY so that we can find someone to fill in for you.**

**\*\*IF YOU ARE FEELING EVEN A LITTLE SICK, DO NOT COME TO LAB MEETING\*\***

### **Turtle Calendar**

We will also be sharing a calendar with you called “Turtle”. This is the calendar for the Preschool Shyness Study. This calendar lists when supervision, assessments, and treatment days will be scheduled. If you are on an assessment/treatment day, your name and role will be listed in the details section of that assessment or treatment day. Just click on the event or click “edit details” to see the roles. **\*\*This will always be where the most updated info is, but please let Dani know if there is something incorrect on there\*\***

### **Multimodal Early Intervention Program for Behaviorally Inhibited Preschoolers** **(AKA Turtle/The Turtle Study/UMD Preschool Shyness Study)**

#### **What is the study?**

Dr. Rubin and Dr. Chronis-Tuscano (Dept. of Psychology) are collaborating on a study examining two early intervention programs for behaviorally inhibited preschoolers. The two programs are called Cool Little Kids (CLK) and Turtle/SSFP (Social Skills Facilitated Play Program). Just in case you are supposed to be **blind** (not know which participants are in which intervention group), please do not ask about the nature of each intervention – we will tell you everything that we can!

#### **How does it work?**

The study involves phone screening parents to find out if their children are eligible for the study. The phone in Kelly/Dani’s office is the Turtle line. If this phone rings and they are not there to answer, please answer saying:

“Thanks for calling the Preschool Shyness Study. This is \_\_\_\_\_, how can I help you?”

Then take down the caller’s:

- 1) Parent’s name
- 2) Child’s name
- 3) Parent’s number and email address
- 4) What they were calling for (school helping us recruit, parent that’s already participating and have a questions/update, new possible participant etc.)

→ Then please write this down and email Dani with this information.

When families start participating in the study, they have to do a pre-assessment before the start of the 8-week intervention. Then, families will come in at the 4-week mark for a mid-assessment, and a post-assessment at the end of the 8 weeks. All of the assessments occur in the lab. These assessments include collecting heart rate data (“physio”), doing a parent-child interaction observation (“PCI”), and a diagnostic interview called the ADIS (only for pre/post).

We will also be conducting school observations of the children before and after the intervention during a free play/unstructured activity. We will do two visits in order to collect 30 min of data per child. The coding scheme that we use for these school observations is called the Play Observation Scale (POS). You must first become reliable in this coding scheme before being able to do school observations.

**\*if you have questions about POS, please contact Kelly Smith or Shakeena King\***

**Terminology:**

Ax= assessment (i.e. pre-ax, mid-ax, pos-ax)

School ob= school observation

Tx= treatment

ADIS= Anxiety Disorders Interview Schedule (diagnostic interview)

**So, to sum it all up:**

- Parent does phone screen- is eligible or ineligible
- Before intervention (up to 6 weeks before groups):
  - Pre-assessment (3-4 hours: consent, physio, PCI, ADIS)
  - School observations (2)
- First four weeks of treatment
- Mid assessment (~60 min: physio and PCI)
- Last four weeks of treatment
- After finished with 8 weeks of treatment
  - Post-assessment (3-4 hours: consent, physio, PCI, ADIS)
  - School observations (2)

**What do I get to do?**

We expect everyone to help out with the study. Some of the roles for helping out with the study include:

- Helping with pre/mid/post-assessments:
  - Childcare: playing/supervising children when parents are in interviews or during intervention sessions
  - Tech: Manning the computer during physio and PCI
  - Binkie (RA): Being Binkie (the clown) for pre/mid/post-assessments
  - Novel: Being the “novel” RA during PCI
- Helping with school observations:
  - School observer: Going to schools to do school observations (BLIND)
- Helping out with treatment sessions:
  - Childcare
  - Runner: Taking kids to the restroom/helping with tech during treatment
  - SSFP: Helping out with the social skills training conducted with the children

***\*\*If you are told/see which families are in a particular treatment group, then you are NO LONGER blind. This means that you cannot conduct school observations. Please remember this when talking about anything concerning the study in front of other RAs, grad students, or lab members, since they may need to stay blind.\*\****

#### **Attire for assessments/treatment days:**

You are representing this lab, this study, and this University when parents are visiting for treatment or when you are recruiting for the study. Please be mindful of what you are wearing (and how you are behaving!). Please abide by the dress code. Specifically:

- Be sure you are dressed in a way that will allow you to play with children
  - Do not wear open toed shoes/dresses/skirts when playing with kids
- Do not wear anything revealing/ripped
- Do not wear work out clothing
- Do not wear any kind of fraternity/sorority/campus group clothing
- Overall, just dress as neutrally as possible

#### **How will I know what role I have in the study?**

Every assessment, treatment session, school observation etc. will be updated on the Turtle Google calendar. Please make sure you consistently check this calendar to find out who is on what visits/observations. **The calendar contains the most updated information.**

If you are on an assessment visit, you will receive an email notifying you of your role. If you cannot make the visit, YOU are in charge of finding a replacement. Please **reply all** to the roles email saying that you cannot make it and that you will find a replacement. Then email all of the undergraduate RAs **that are not already on this visit** and Dani on that email chain to ask who can help out with this visit.

If you are assigned to do a school observation but find that you can no longer make it, YOU are responsible for finding a replacement. Only an RA who is reliable in the coding scheme and blind can help with the school observations. Please respond to Dani, Kelly

and all of the RAs (that are school observers -- aka are BLIND) on that email chain (you may need to add people to the email chain) to find a replacement.

If you are assigned to help out with a treatment session you will be sent an email listing all the roles for the week of the intervention. If you find that you can no longer make it, YOU are required to find someone to fill in for you. Please reply all to the roles email saying that you can no longer attend and that you are sending an email to find a replacement. Then, please email of the undergraduate RAs that are NOT blind/Dani to see if anyone can fill in for you.

**\*\*So- if you get an email for an ax or tx and you cannot make it, do not just reply all asking if anyone can fill in for you, because you are most likely responding to people that are already on that visit. Let the people on the visit know that you cannot make it/will find a replacement, then on that chain, change the recipients to those that could fill in for you (and Dani)\*\***

**If you something comes up the day of an assessment or treatment group, please contact Dani and the main person running the visit (if it's an assessment, the experimenter role/person doing the ADIS).**

**THE LAB IS A NUT-FREE ZONE!!!!**

**Childcare**

One of your duties will be childcare for families participating in the Turtle study. Here are some evidence-based techniques to implement during childcare:

**PRIDE Skills**

Behaviors are influenced by what comes before (antecedents) and what comes after (consequences) the action. Remember to focus on both antecedents and consequences when implementing these skills!

<b>P.R.I.D.E</b>	<b>Reason</b>	<b>Examples</b>
<p><b><u>P</u>raise appropriate behaviors</b></p> <p><i>Praise behaviors you want to see more of</i></p>	<ul style="list-style-type: none"> <li>• Good to use labeled, specific praises</li> <li>• Increases desired behavior and lets the child know what behaviors you want to see more of</li> <li>• Antecedents: praise child for what s/he is already doing well</li> <li>• Consequences: praise child for following through with a behavior in a positive manner</li> </ul>	<p>I like the way you are sitting so quietly!</p> <p>Great job keeping your hands to yourself.</p> <p>Thank you for sharing those toys with me.</p> <p>I love how you're sitting so quietly while you play!</p>
<p><b><u>R</u>eflect appropriate talk</b></p> <p><i>Repeat talk that you want to hear more of</i></p>	<ul style="list-style-type: none"> <li>• Allows child to direct the conversation</li> <li>• Shows the child you're listening and playing along</li> <li>• Increases verbal communication</li> </ul>	<p>Child: I made a drawing You: You made a drawing!</p> <p>Child: I like to play with these blocks! You: These are fun blocks to play with</p>
<p><b><u>I</u>mitate appropriate play</b></p> <p><i>Imitate play that you want to see more of</i></p>	<ul style="list-style-type: none"> <li>• Allows child to lead the play</li> <li>• Shows child you are playing along</li> </ul>	<p>Child: I'm building a castle! You: I'm building a castle, too.</p> <p>Child: I'm drawing a house You: I'm going to draw a house in my picture, too.</p>
<p><b><u>D</u>escribe appropriate behavior</b></p> <p><i>Verbally describe what child is doing</i></p>	<ul style="list-style-type: none"> <li>• Allows child to lead the play</li> <li>• Shows child you are interested and want to play along</li> <li>• Holds child's attention</li> <li>• Good to describe what child is doing with his/her hands</li> </ul>	<p>You: You're building a house You: You drew a rainbow You: Your truck driver looks happy</p>
<p><b><u>E</u>nthusiasm</b></p> <p><i>Show that you're excited to play</i></p>	<ul style="list-style-type: none"> <li>• Gives child positive attention</li> <li>• Shows that you want to play along</li> <li>• Supports positive statements</li> <li>• Models appropriate positive emotions</li> </ul>	<p>You: This is such a fun game! You: That's great! You: Good job!</p>

**Antecedents:**

- Giving instructions (Good instructions: concise, specific, short)
- Child is sleepy/hungry/bad mood
- Child is in great mood

**Consequences:**

- Child follows through with instructions
- Child gets angry at command
- Child continues to use a good behavior

**Childcare Continued**

<b>TIPS</b>	<b>Reason</b>	<b>Examples of what to do</b>
<b><u>A</u>ctively ignore inappropriate behavior</b>	<ul style="list-style-type: none"> <li>• Decreases bad behaviors</li> <li>• Helps child notice the differences in your responses to good and bad behaviors</li> </ul>	<p><b><i>Describe appropriate behavior:</i></b>            Child: I hate picking up toys!!            You: I love how you're picking up all of your toys and putting them away (ignore fuss/complaining)</p>
<b><u>A</u>void giving commands</b>	<ul style="list-style-type: none"> <li>• Increases compliance</li> <li>• Doesn't allow child to lead</li> <li>• Can cause unpleasantness</li> </ul>	<p><b><i>Imitate appropriate behavior</i></b>            Child: sits and draws picture            You: also sit and draw picture</p> <p><i>Child is hitting/climbing on you...</i>            When child stops, you say:            I love how you put your hands by your side!            (NOT: I love how you stopped hitting me!)</p> <p><b><i>Praise things you want to see MORE of</i></b></p>
<b><u>A</u>void asking questions</b>	<ul style="list-style-type: none"> <li>• Many are commands or require an answer</li> <li>• May seem like you aren't listening/don't understand the child/disagree with something the child said</li> </ul>	<p><b><i>Reflect appropriate talk</i></b></p> <p>Child: I have three cars!            You: three cars.</p>
<b><u>A</u>void criticizing</b>	<ul style="list-style-type: none"> <li>• Doesn't help decrease bad behaviors</li> <li>• Can increase the bad behavior</li> <li>• May create an unpleasant interaction</li> </ul>	<p><b><i>Instead of telling them what NOT to do, tell them what TO DO</i></b></p> <p><b><i>Praise appropriate behavior and be enthusiastic</i></b>            You: I like how you are using your indoor voice!</p>

Lab Contract

Date: \_\_\_\_\_

I, \_\_\_\_\_, hereby acknowledge that I fully understand the expectations and requirements outlined in this syllabus. (*We'll rehash the most relevant things we want them to agree to here*)

Full Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_