



KIPS CLARIFICATIONS MANUAL

Created by Munroe-Meyer Institute,
UNMC

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*In collaboration with Comfort Consults, Inc. and the
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BUILDING RELATIONSHIPS

1. How sensitive are the Caregiver’s responses to the child’s cues, actions, or words?

How well does the CG read the child’s cues and respond with understanding and nurturance?

1	2	3	4	5
<p>In reaction to Child, CG: *ignores, OR *is sarcastic, OR *is harsh.</p>		<p>In reaction to Child, CG sometimes: *misses cues, OR *misinterprets cues, OR *hesitates, OR *seems routine.</p>		<p>In reaction to Child, CG consistently: *reads cues, AND *understands C’s point of view, AND *responds appropriately attempting to meet C’s needs.</p>
<p>CG often misses, ignores or misinterprets child’s cues. For example: CG dismisses crying or tells an older child only babies cry. If baby persists in crying, CG does not change strategies to meet the child’s needs but continues with the same activity. Voice tone can indicate lack of sensitivity. Listen for harshness, loud volume, or exasperation</p>		<p>For a score of 3, consider the consistency of the CG’s responses.</p>		<p>The sensitive CG notes a child’s cues. These cues include: signs of being hungry, signs of being done with an activity, a desire to play with something else or a desire to continue with an activity. Babies communicate hunger, teething, and active exploration by chewing on fists or toys, looking, twisting their bodies, reaching, and pushing away. Older children may use body language and gaze but also add words. Appropriate responses include:</p> <ul style="list-style-type: none"> • offering something to eat, • switching activities, • commenting on the child’s cue, • following the child’s lead (this is also scored in #5.), • picking up the crying child or moving her position to ensure comfort. • If child is laughing or smiling, caregiver continues with activity

Notes:

2. How well does the Caregiver support the child's emotions?

Is the CG aware of the child's emotions and how does the CG interpret and respond to those emotions?

1	2	3	4	5
<p>CG often: *is unaware, unconcerned, dismissive, or misunderstands, OR *inappropriately responds to emotions (e.g. feeling hurt, anxious, angry, excited, or frustrated); OR</p> <p>CG rarely: *reacts to C's emotions, OR *models appropriate expression of emotions, OR *comments on emotions.</p>		<p>About half the time CG: *appropriately interprets, supports, and shares C's emotions, AND/OR *inappropriately responds to emotions (e.g. feeling hurt, anxious, angry, excited or frustrated.), AND *models appropriate expression of emotions, OR *acknowledges or comments on emotions.</p>		<p>In reaction to Child, CG consistently and appropriately: *interprets, supports, and shares C's emotions, AND *consoles if hurt or anxious, AND *guides problem solving if angry or frustrated, AND *helps modulate excitement, if needed, AND *models appropriate expression of emotions, AND *acknowledges or comments on C's emotions.</p>
<p>Throughout the clip, the CG has flat affect. When child displays strong emotions, either positive or negative, the CG seems unaware or ignores the child's emotional state. Inappropriate responses include:</p> <ul style="list-style-type: none"> • when the child cries the CG laughs, • when the child misbehaves the CG expresses anger, • when the child seems tired or withdrawn the CG pushes the child to play or does not validate the feelings. 		<p>At times the CG may demonstrate flat affect or neglect to match or share a child's positive emotion. For example, when a baby giggles or laughs and the CG's expression remains at rest or neutral the caregiver is missing an opportunity to model, share and reflect emotions.</p>		<p>In order to receive a 5, the CG must verbally acknowledge the child's emotion(s). Listen for words like: tired, hungry, sad, thirsty, happy, excited, frustrated, joyful, enthusiastic, silly or disappointed. The CG must appropriately respond and validate the child's emotions in a respectful manner. For babies, the CG might describe the baby's facial expressions by saying, "I see your tears." or "That is such a big happy smile!"</p>

Notes:

3. How well does the Caregiver physically interact with the child?

Beyond touch, how well do the CG's facial expressions, body language and movement build trust and show respect to the child?

1	2	3	4	5
<p>CG: *physically interacts harshly, OR *physically intimidates, OR *sometimes attempts to meet C's needs Note: Physical involvement involves facial expressions, body language, touch, proximity, and movement.</p>		<p>CG: *physically interacts with C in a mechanical way, OR *incidental to activities, AND *usually attempts to meet C's needs. Note: Physical involvement includes facial expressions, body language, touch, proximity, and movement.</p>		<p>CG: *interacts to match C's current preferences for physical involvement, AND *ensures trust, AND *consistently and appropriately attempts to meet C's needs. Note: Physical involvement includes facial expressions, body language, touch, proximity, and movement.</p>
<p>The CG may pull a child by the arm to move her to a task. When a baby is on her tummy a CG who drags the child back by the leg is not showing respect for the child. While the CG may not interact harshly, the following descriptor could indicate a score of 1. At the 1 level, the CG never positions himself to be near the child. He may remain seated on the couch while the child plays on the floor and rarely makes eye contact or smiles at the child. All of these examples should be weighed in the context of the rest of the interactions. Do not allow one single incident to determine the score.</p>		<p>At the 3 level, the CG's body language may at times communicate an attitude of disinterest or disconnect from the child. The CG may check her phone. She may gaze at the child at times but other times look away as if bored. This item differs from #4 as the CG may be verbally involved in the child's activities but is physically distant. On the other hand, the CG may be too intrusive by using hand-over-hand guidance to control the child's movements.</p>		<p>The child's needs for physical contact and support are consistently met. For babies it includes staying close and providing support for sitting. For older toddlers who are more active, physical contact may not be needed or desired. A gentle touch on the arm or smoothing of the hair may be sufficient. The sensitive CG may give the child more personal space but stays nearby and at eye-level. The CG may follow the child as she moves from activity to activity. Rough and tumble play may be acceptable as long as the child's cues indicate he is comfortable. <u>Eye contact is an important component of physical interaction and should be observed at least once in the clip for a score of 5.</u></p>

Notes:

4. How well is the Caregiver involved in the Child’s activities?

How does the CG engage and actively participate in the child’s activities?

1	2	3	4	5
<p>CG appears: *very detached, OR *highly distracted.</p>		<p>CG shows moderate: *attention, AND *interest, AND *participation through words or actions; OR CG seems stuck in routines.</p>		<p>CG consistently: *pays attention, AND *shows interest, AND *participates through words or actively joining in C’s play.</p>
<p>At the 1 level, the CG is consistently inattentive to the child. She may be talking to other grown-ups in the room, her attention span for her child is very short, or she seems to be zoning out.</p>		<p>“Stuck in routines” may be evident when the CG insists the child use the materials a certain way and is inflexible about the play. It is also indicated when the CG keeps repeating the same actions in play such as rolling the ball again and again. The CG “stuck in routines” appears to be on autopilot and may focus on one toy and insist the child play with it or make a repeated request such as “share the toy with your sister”. Note, if a child wants to do the same activity repeatedly, the adult is not stuck in routines but is following the child’s lead.</p>		<p>The CG is engaged and attentive throughout the play. She is a partner in play and uses actions OR words to participate. She communicates through her actions or words that there is nothing she would rather do than to play with her child at this time. For infants, the CG is sitting or lying down on the floor with the child and fully engaged. For older children, there could be pretend play, building a tower together, figuring out the ball maze or supporting the child to complete a jigsaw puzzle by giving hints or taking turns placing a piece.</p>

Notes:

5. How open is the Caregiver to the Child's agenda?*

Who chooses the activities as they move from one toy/activity to another?

1	2	3	4	5
CG: *usually chooses the activities, OR *shows little flexibility whether or not C cooperates.		CG sometimes chooses activities, AND C sometimes chooses activities		CG often: *follows C's choice of activities, AND *supports C in making and pursuing his/her own choices of activities.
When the child is content with an activity and the CG repeatedly insists that the child switches, the CG is not open to the child's agenda. At this level, the CG often offers many different toys or activities, changes them frequently, and ignores the child's interest. The CG may physically take a toy away from the child in order to introduce something else. He may physically move the child away from toys that clearly interest the child. For babies, the CG may take away the toy that the child is happily mouthing.		Tallying the times the CG chooses and the times the child chooses will help determine how often the CG is open to the child's agenda. When there are equal instances of the child choosing and the CG choosing it is a score of 3. If the child is consistently choosing the activities but the parent does not provide verbal or physical support, it is scored a 4.		To score a 5, the CG must both follow and support the child's choices. A verbal acknowledgement of the child's choice is required at this level. An example of verbal reinforcement is, "Oh, I see you would rather play with the doll." At the start of play, the CG allows the child to freely select items or offers choices and then follows whatever the child chooses. During play, the CG lets the child make decisions and set the pace of play. With infants, the CG will provide several toys for the baby and wait and watch to see what interests her. When looking at a book, the baby may just want to put the book in her mouth and the CG open to the child's agenda permits this. With older children, the CG allows the child to turn the pages of the book. She supports the child in coloring however he likes or creating his own rules for a game. When the CG provides guidance in play, she still creates choices for the child. When a child rejects what a CG offers, the CG defers to the child and continues to follow the child's lead.

**Consider keeping a tally of how many times the CG chooses an activity and how many times the child chooses

Notes:

PROMOTING LEARNING

6. How actively does the Caregiver engage the Child in language experiences?

How actively does the CG listen, reflect, comment, ask questions, or take turns in conversations with the child?

1	2	3	4	5
<p>CG rarely: *listen and talks with C, OR *labels objects or actions, OR *responds verbally to C's attempts to communicate. In contrast, CG may talk without pausing.</p>		<p>CG usually: *listens and talks with C, AND *labels objects or actions, AND *uses simple comments. CG rarely builds upon C's sounds, words, or comments.</p>		<p>CG consistently: *listens and talks with C, AND *engages C in conversation by pausing for turn-taking, asking questions, AND *builds upon C's sounds, words, or comments, AND *links C's activities to familiar experiences.</p>
<p>At this level, the CG may be quiet for much of the video. When the child vocalizes or speaks the CG may respond with a gesture or a head nod but rarely uses language to enrich the interaction. When a CG talks without pausing, the child has no time to respond or take turns or be a part of a conversation. The CG may ask so many questions that the child does not have time to think or is too overwhelmed to respond.</p>		<p>Consider the word "usually" to actually mean "sometimes". This will help in recognizing the language experiences at the 3 level. The CG is not silent but there may be periods of quiet. The CG uses some descriptive vocabulary but also uses pronouns like "it" and "that". At this level, if you close your eyes and only listen to the clip, it would be hard to tell what the CG and child are doing because the language is imprecise.</p>		<p>All four indicators must be present to receive a score of five. For infants, the CG uses simple labels, may sing songs, and repeats the child's vocalizations. He creates a sense of conversation by pausing for turn taking. When the child gurgles in response, the CG continues the conversation. The CG may also narrate what he is doing as well as what the baby does. For older children, the CG uses descriptive words such as colors, shapes and sizes. He asks questions about their play and may use who, what, how, why and where for prompts. The CG reads books, describes what the child is doing, and builds upon the child's language. Examples of connecting the child's activities to familiar experiences include: "Oh, the car is green like your shirt." "The dog in the book looks just like Nana's dog." "That's the letter D, for your dad." Questions are also coded in item #12.</p>

Notes:

7. How reasonable are the Caregiver’s expectations for the Child’s abilities?

How well do the CG’s requests match the child’s developmental level?

1	2	3	4	5
<p>CG’s expectations: *rarely match C’s developmental abilities, AND *may be too high, OR *may be too low.</p>		<p>CG’s expectations: *usually match C’s developmental abilities, AND *occasionally offer slight challenges</p>		<p>CG’s expectations: *consistently match C’s developmental abilities, AND *frequently offer slight challenges.</p>
<p>Expectations that are either too high or too low can lead to frustration or boredom. The following activities do not match the child’s developmental level:</p> <ul style="list-style-type: none"> • Assisted walking or making babies stand (4 - 6 month olds) • Preventing children 4 to 10 months of age from mouthing objects • Asking children 12 months or younger to find the object by color • Coloring in the lines for children 3 and under • Catching a ball for children under 3 (this may vary by child) • Doing a shape sorter all alone without adult support <p>Consider the complexity of a puzzle – size of pieces and number – to determine if it is a developmental match</p>		<p>Consider the word “usually” to actually mean “sometimes”. At this level, the CG is not as consistent in these practices so there are some missed opportunities to add slight challenges and/or some of the activities are not a match for the child’s developmental level.</p>		<p>When the CG’s request matches a child’s developmental abilities, the child can interact comfortably and feel successful. At this level, the CG includes slight challenges.</p> <p>Slight challenges for babies:</p> <ul style="list-style-type: none"> • Putting an object slightly out of reach during tummy time. • Shaking the rattle beyond the line of sight • Supporting sitting and then removing support • Supporting walking and cruising around the furniture as child is ready • Playing peek-a-boo, hiding toys by covering them with a blanket, and making the container opening smaller <p>Slight challenges for toddlers & older children:</p> <ul style="list-style-type: none"> • Singing ABC’s • Having the child turn the pages of the book • Writing letters or their name • Counting, labeling shapes, identifying animal sounds • Throwing or kicking a ball • Climbing with support

Notes:

8. How well does the Caregiver adapt strategies to the Child’s interests and behaviors?

How well does the CG adjust activities based on the child’s cues?

1	2	3	4	5
<p>CG rarely uses strategies that: *match C’s interests and behaviors AND *extend C’s attention to the activity; OR CG makes few attempts to adjust.</p>		<p>CG usually uses strategies that: *match C’s interests and behaviors, AND *extend C’s attention to the activity, AND *adjust the activity to fit C’s needs.</p>		<p>CG consistently uses strategies that: *match C’s interests and behaviors, AND *extend C’s attention to the activity, AND *adjust the activity to fit C’s needs.</p>
<p>At this level, the CG may fail to notice the child’s disinterest. The child may look away or stop playing but the CG continues the play. When the CG does not adjust the play or extend the child’s interest, the child may wander from toy to toy and never get engaged. When the CG is not involved in an activity and has a low score on item #4, they would also get a low score on this item.</p>		<p>Consider the word “usually” to actually mean “sometimes”. At this level the CG sometimes extends a child’s interest in the activity by asking questions or adjusting the play activity to make it more interesting.</p>		<p>This item is measuring how the CG supports and extends a child’s ability to stick with an activity and how the CG adjusts the activity to better fit the child’s interests. At this level, the CG shows awareness of child interest and adjusts the toys or activities to better fit the child’s behavior. The CG must demonstrate all three of the indicators above to score a 5. Did the child stick with an activity longer because of what the CG did? If yes, a score of 5 may be warranted.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The CG plays with a toy in a different way than its intended use. • Noting a child’s frustration with a hard puzzle, the CG sets the pieces that fit together near the child. • During pretend play as the child makes “breakfast”, the CG may ask how much it costs turning the setting into a restaurant. • The CG adjusts the baby’s position so he can have better access to toys.

Notes:

9. How appropriate are the limits and consequences the Caregiver sets for the child?*

How well does the CG set and enforce boundaries for the child's behaviors?

1	2	3	4	5
<p>CG rarely sets reasonable limits or consequences that fit C's: *comprehension, OR *behaviors. CG may use: *intimidation, OR *harsh tones of voice, OR *physically discipline impulsively and without warning, OR CG rarely: *sets limits when needed, OR *uses strategies to help C learn appropriate behavior.</p>		<p>CG usually sets reasonable limits and consequences that fit C's: *comprehension, OR *behaviors; OR</p> <p>CG sometimes: *shifts limits inappropriately OR *does not follow through with stated consequences, OR *uses strategies to help C learn appropriate behavior.</p>		<p>CG consistently sets reasonable limits and consequences that fit C's: *comprehension, AND *behaviors; AND</p> <p>CG's limits and consequences are consistently: *firm, AND *clear, AND *thoughtful, AND</p> <p>CG consistently helps C learn appropriate behavior by using: *distraction, OR *redirection, OR *choices, OR *reasoning.</p>
<p>In addition to the guidance offered above, this item may be scored a 1 if:</p> <ul style="list-style-type: none"> The CG reacts to the child's behavior with elevated emotions that do not match the situation. The interaction focuses solely on the child's behaviors and the CG repeatedly corrects the child. The CG seems more concerned about child behaviors instead of interacting with the child. 		<p>Consider the word "usually" to actually mean "sometimes". An example of not following through is when the CG tells a child he will take away the blocks if he throws them but doesn't when the behavior persists. At times the CG may be firm and clear about limits, but at other times is not clear.</p>		<p>Consistency is important. The CG should respond to the same behavior the same way each time. Offering alternatives or giving two choices is effective to minimizing power struggles.</p> <p>For a 6 month old: Gently noting that something is too hot to touch Putting a sharp object out of reach Explaining: "No, pulling mommy's hair. It hurts"</p> <p>For older toddlers: Explaining: "Hands are for helping, not hitting" Redirecting a child screaming to use "Inside voice" and then finding her something else to do Offering a brief explanation is helpful.</p>

** It is permissible to code this item NOB – not observed. Score NOB when the child did not require limits or consequences because she is meeting expectations, is safe, and is engaged. If the CG gives as few as one limit, this item should be scored.

Notes:

SUPPORTING CONFIDENCE

10. How supportive are the Caregiver’s directions to the child?*

How well do the CG’s instructions guide the child rather than telling him what to do?

1	2	3	4	5
CG’s directions to C are: *too frequent *intrusive, AND *discourage C from thinking on his/her own.		CG’s directions to C are usually: *direct, AND *firm, AND *leave little option for C to think on his/her own.		CG’s directions to C are consistently: *supportive, *phrased as suggestions or choices, AND *encourage C to make decisions, think of alternatives, or solve problems on his/her own.
At this level, the CG may repeatedly give the same direction such as “roll the ball, roll it, roll it.” This could interfere with the child’s play and ability to problem solve. The CG may also speak firmly by saying “No that’s not how you do it” and then tell the child what to do.		Consider the word “usually” to actually mean “sometimes”. Based on the tallies (described below) the more often the direction is phrased as a choice, the higher the score. Physical directions that limit the child’s choices may lower the score. Examples include: “hand over hand” where the CG guides the child to place a puzzle piece or grip a crayon, or making the child change directions when she is pushing a walking toy.		Examples of high quality directions include: <ul style="list-style-type: none"> Should we put the red block on top? Can you pour it in the funnel? What should we do next? How can you make the puzzle piece fit? Non-verbal directions include: <ul style="list-style-type: none"> Holding hands out for the toddler to come Modeling how to play by stacking blocks or demonstrating how to use a toy Covering up some of the open slots in a shape sorter to help the child find the right spot

*To score this item, consider keeping a running tally of the directions the CG gives. The two categories could be “direct” vs. “supportive.” Consider the impact of voice tone and body language on the CG’s directions. It is permissible to code this item NOB – not observed. NOB is used more commonly with babies because the CG may not give a verbal or physical direction.

Notes:

11. How encouraging are the Caregiver’s words and actions regarding the Child’s needs?

How well do the CG’s words and actions build confidence and motivate the child?

1	2	3	4	5
CG often uses words or actions that discourage or intimidate.		CG: *neither supports nor discourages C’s confidence, OR *inconsistently supports confidence.		CG consistently and appropriately uses sincere words, voice tones, or actions (e.g. clapping, facial expressions, or touch) to support and build confidence.
At this level, the CG may use the word “no” or “that’s not right” several times in response to how the child is playing with the materials or what the child chooses to do next. The CG may take an item from a child’s hand because of the way he or she is using it. The CG may roll his or her eyes. If the CG has interacted harshly with the child and received a score of 1 on item 3, the CG is likely to receive the same score on this item.		A flat affect throughout the play is an example of neither supporting nor discouraging confidence. Additionally, the CG could be engaging successfully with the child, but encouraging words are not used. At times the CG may offer encouragement but at other times the CG may seem detached.		In order to receive a score of 5, the CG must do more than say “good job”. Specific direct praise as well as supportive words that show the CG has confidence in the child’s abilities to complete the task may be evident at this level. Phrases such as “You can do it”, “You are almost there!” and “Wow you built that tower all by yourself!” are examples of the language expected for a score of 5. Enthusiastic clapping and warm voice tone are also hallmarks of this item. Encouragement for babies is similar but simpler language including one word cheers may be used.

Notes:

12. How well does the Caregiver promote exploration and curiosity?

How well does the CG help the child discover, ask questions, and wonder about their worlds?

1	2	3	4	5
<p>CG tends to: *stifle *move too fast, OR *ask closed-ended questions OR *rarely model curiosity.</p>		<p>CG sometimes: *moves too fast, OR *asks open-ended questions, OR *models curiosity, OR CG: *Neither promotes nor stifles, OR *Inconsistently promotes exploration.</p>		<p>CG often: *promotes exploration AND *allows time, AND *asks open-ended questions, *structures opportunities for C to discover. CG appropriately engages with C in exploration and discovery.</p>
<p>A CG who takes over the activity falls into the level 1 score.</p> <p>When the CG switches toys frequently, pulls items out of the child’s hands, and/or asks lots of closed-ended labeling questions such as “What color is it?” she discourages exploration and curiosity. CG’s who observe on the sidelines are not modeling curiosity.</p>		<p>For a score of 3 the CG must offer at least one open ended question** for children 12 months and older. Examples include: “What’s that sound?” as the CG shakes a rattle near the child’s ear. “What will happen next?” as they read a story together. “How are we going to make it fit?” as they do a puzzle. Questions such as, “What so you like the most?” or “What should we do next?” also promote thinking and discovery.</p> <p>Placing infants on their back or tummy allows them to explore and promotes discovery. Being confined in a boppy pillow or swing may limit the child’s ability to reach and explore.</p>		<p>At the 5 level, support for exploration and discovery is seen in multiple ways. One example would not be sufficient. To model curiosity with an infant, the CG may play “Peek-a-boo” or hide an object under a blanket and say “Where did it go?” For an older child, the CG may ask. “I wonder why that happened.” Examples of structuring opportunities to discover include:</p> <ul style="list-style-type: none"> • In water play, the CG provides multiple materials and allows the child time to explore. • Playing “I spy” • Exposing an infant to multiple textures such as varied fabrics, providing objects to bang that make different sounds and using toys with moving parts. • CG sets up an opportunity to reflect on play. For example, the CG allows a child to put together Mr. Potato Head with pieces in incorrect places and then responds with, “Does that look right?”

** An open-ended question invites the child to think or problem-solve.

Notes:

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Interdisciplinary Center for Program Evaluation
The University of Nebraska Medical Center's
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