

# Promoting Communication Observation System

**Measuring Frequency of Caregiver Use of Communication  
Promoting Strategies and Child Communicative Behaviors**

Promoting Communication Strategies



Tools for Advancing Language in Kids



**Juniper Gardens Children's Project  
Kansas City, KS  
University of Kansas**

This page was intentionally left blank.

# **Promoting Communication Observation System**

## **Measuring Frequency of Caregiver Use of Communication Promoting Strategies and Child Communicative Behaviors**

Kathryn M. Bigelow  
Dale Walker

**Juniper Gardens Children's Project  
Kansas City, KS  
University of Kansas**

### **Please use the following citation for this manual:**

Bigelow, K.M., & Walker D. (2022). Promoting Communication Observation System (PC-Obs): Measuring Frequency of Caregiver Use of Communication Promoting Strategies and Child Communicative Behaviors. Juniper Gardens Children's Project: Kansas City, KS.

**Please use only with permission. For questions, please contact: Kathy Bigelow at [kbigelow@ku.edu](mailto:kbigelow@ku.edu) OR Dale Walker at [walkerd@ku.edu](mailto:walkerd@ku.edu)**

Last edited: 6.13.23

## Table of Contents

About This Manual.....	5
Before You Begin Conducting Observations .....	6
Observer Certification & Reliability .....	7
PC-Obs Observer Instructions & Definitions.....	8
Using the PC-Obs Mobile Application.....	29
Using the PC Observation Dashboard.....	38
PC-Obs Dashboard Instructions for Program Managers .....	43
PC-Obs Dashboard Instructions for Observers .....	60
Appendix A: Promoting Communication Observation System Data Sheet .....	73
Appendix B: Promoting Communication Observational System Log .....	78
Appendix C: Observation Table for Certification.....	80
Appendix D: Sample Log for PC Observation Database Tutorial .....	82
Appendix E: Caregiver Video Recording Steps for Remote Observations .....	84

## About This Manual

The Promoting Communication Observation System (PC-Obs) is used to measure the fidelity with which parents or caregivers implement the Promoting Communication Tools for Advancing Language in Kids (PC TALK) strategies. The PC TALK strategies were designed to be used with infants, toddlers, and preschoolers throughout daily activities in home and early childhood education settings, such as play and book activities, and in daily routines such as meal, diapering, and bath time. The PC TALK Strategies are naturalistic strategies that can be used by parents, teachers, care providers, early interventionists, and home visitors. Multiple studies have demonstrated that when used with high fidelity, the PC TALK strategies are effective in improving child language outcomes.

The PC-Obs Manual provides guidance and technical assistance on data collection using the PC-Obs mobile app, definitions for the PC-Obs behaviors, and guidance on use of the data dashboard to generate graphs.

## Before You Begin Conducting Observations

Before you begin using PC-Obs for data collection within your program, you will need to do the following in order to use the PC Observation System:

- Download the PC-Obs mobile app onto providers' devices (Android or iOS)
- Work with the PC TALK team to set up your program within the PC-Obs dashboard.
  - The PC TALK team will create a project within the dashboard for your program and will setup a primary program manager PC-Obs account.
  - The PC TALK team will need to know which session length will be used for the project (15, 30, 45, or 60 minutes).
- Once your program has access to the PC-Obs dashboard through the primary program manager account created by the PC TALK team, he or she can add additional projects, centers, observers, and additional program managers (if necessary).
  - There are two levels of access in the dashboard: program managers and observers. When new "user" accounts are created, the program manager will need to determine if the user will be a program manager or an observer.
  - When program managers create new projects, they will need to determine which session length will be used for the duration of that particular project (15, 30, 45, or 60 minutes). The PC-Obs mobile application is set to automatically end an observation based on the duration set-point for the project. Additionally, PC-Obs graphs will indicate if observation times were shorter than duration set-point for the project. For instance, if a project is set for 30-minute observations, the PC-Obs mobile application will end the observation at 30 minutes. Users always have the option of ending the observation prior to that. If a user for the project ends an observation at 20 minutes, an asterisk will note that the observation was shorter on the graph.
- Prior to conducting observations with each caregiver and child, you must enter Caregivers (parents or teachers) and Children into the PC-Obs data dashboard. Consider using ID numbers or initials, rather than full names, for additional privacy. Users/observers should attend a PC-Obs training and achieve interobserver reliability on collecting PC-Obs data. See page 38 for the process for becoming certified on PC-Obs.

## Observer Certification & Reliability

All PC-Obs observers must complete a process of becoming certified before using the app to collect data. To be certified, the observer must score 85% on three interobserver reliability training videos. The provided Microsoft Excel PC-Obs Certification Calculator will allow the observer to self-score their observations and receive feedback. The calculator will identify areas that need to be reviewed if the observer is not yet certified, or let the observer know certification has been achieved. In addition to initial certification, it is recommended observers recode a training video annually to check for maintained reliability. Collect interobserver reliability data within your program, as well.

### PC-Obs Certification Process

- 1) Select a video to code from the data tools section of the PC TALK website. Scroll to the bottom of the About PC Observation System page (<https://talk.ku.edu/data-tools-2/pcobs/>). You will see links to the PC-Obs Certification Scoring Videos. It is recommended to use Video #1 to become accustomed to the app and use the remaining videos to establish reliability. Video #1 is a series of clips of different parents and children, but when coding, treat them all as the same child and caregiver.
- 2) Prepare your device (phone or tablet) for observation. Open the PC-Obs App and enter the required information. For Child ID, use 999 + Video Number. For example, if watching Video #1, enter 9991 as the Child ID. Video #2 Child ID will be 9992, etc. Enter 9s for the remaining required fields. Choose 30 minutes for the session length.
- 3) Press **Start Timer** in the PC-Obs App before pressing play on the video.
- 4) Code the video. In videos 3, 4, and 5, treat the videographer like a second adult and code communications to and from them, according to the instructions in the Promoting Communication Observation System manual. This will allow practice coding with multiple caregivers/teachers.
- 5) Press **Pause** in the PC-Obs app as soon as the video clip ends. If stop is pressed or the timer is allowed to run out, the observer will be unable to record scores.
- 6) Record responses on the Observation Table for Certification (Appendix C).
- 7) When ready to check scores, enter the scores into the Microsoft Excel PC-Obs Certification Calculator under the “Enter Totals Here” sheet.
- 8) After entering scores, click on the “Reliability Results” sheet within the Microsoft Excel PC-Obs Certification Calculator to check progress.

**An observer is considered “certified” when a score of 85% on three of the videos is achieved. At that point, it is recommended to live code with another “video-reliable” observer at your site to make sure you are reliable with each other coding live. If not reliable, review definitions of highlighted areas of concerns within your “Reliability Results” sheet and recode videos.**

# PC-Obs Observer Instructions & Definitions

## Observer Instructions: Preparing for the Observation

PC-Obs observations may be conducted in-person or remotely. For guidance on the logistics and tools needed in conducting observations remotely, please refer to Appendix E.

The caregiver and child behavior will be recorded simultaneously for the entire observation length. During the observation, you will be documenting adult and child communication and interaction. You will also record the activities in which the adult and child are engaged. At the completion of the observation, observers answer questions related to Environmental Arrangement Strategies and complete any notes related to the observation.

**Instructions to provide to the Adult Caregiver(s) being observed:** Please explain that we are interested in observing how they typically interact, play, and talk with the child for 15 minutes (or the length of your observation, if different). The adult and child are free to choose the activity, although indoor activities generally work better than outdoor activities for observations. Observed activities might include play, book reading, meals or snacks, diaper changing or toileting, dressing, meal preparation, or circle time in center-based care.

**Identifying the Observation:** Prior to beginning the observation, complete the appropriate fields in the mobile app or on the paper form to identify the observer, project, center, wave, caregiver, child, location, date, start time, whether interobserver reliability data are being collected, and the type and duration of the activity. The “center” field can be used to identify any special programs, groups, classrooms, or populations that you identify within your own program. Please see pages 29-31 of this manual for instructions.

**Prepare to Observe:** Use the “Initial Activity” drop down menu to select the activity in which the adult and child are currently engaged.

**Observe:** During the observation time, record each strategy used, according to the behavioral definitions provided in this manual. Any information you observe that is pertinent to the observation can be logged in the “Comments” section after the observation. Following the observation period, complete the Environmental Arrangement questions. Click “submit” to complete the observation and ensure the data will be uploaded to the PC-Obs data dashboard the next time your device is connected to the internet.

**After the Observation:** You may collect as many observations you wish before sending your observations to be uploaded to your database, but we recommend uploading at least every two weeks. When you are ready to upload your observations, simply connect your device to the internet via Wi-Fi.



## Observer Instructions: Observation Definitions

**Activity Definitions:** Throughout the observation, the observer will identify what type of activity is being observed and record when/if that activity changes. Please use the following chart when determining which activity you are observing.

Activity Menu	Definition
Play	Child is playing indoors by self or with others.
Reading	Child is looking at or engaging with books independently or with others, being read to in group or individual setting, etc.
Structured Activity	Organized activity in which caregiver initiates or directs planned activity. Examples included circle time, caregiver-led art project, cooking activity, etc.
Routine Care	Diaper changing, toileting, dressing, hygiene, etc.
Meal/Snack	Child is primarily engaged in eating and/or drinking.
Outdoor/Community Activity	Any activity taking place outdoors or in the community (outside of home or classroom).
Other	Please specify "Other" in text box at end of environmental items. You may decide as a group to use this as a set category to collect data on a specific activity, such as transitions, or use it to indicate the activity does not fall into any of the above options. It is helpful to make a note of what the "other" activity is in the comments box at the end of the observation.

## A. Adult Talk

When coding items under Adult Strategies, record the frequency of occurrence of the following behaviors during the observation period.

### ADULT STRATEGIES

<b>A1. Comment and Label</b>	Comments
<p><b>Definition:</b> Caregivers provide comments, descriptions, or names related to people, activities, actions, and objects to which the child is attending. Commenting and labeling may include:</p> <ul style="list-style-type: none"><li>• Describing what the child or adult is doing</li><li>• Commenting on a shared activity, object, or situation</li><li>• Labeling or naming items or actions</li><li>• Commenting or labeling actions, materials, etc. in the context of pretend play</li></ul>	
<b>Examples of Comment and Label</b>	
<ul style="list-style-type: none"><li>• “You are pushing the car back and forth.”</li><li>• “We are eating our oranges and carrots!”</li><li>• “I am going to help wipe your nose.”</li><li>• “That seems to make you happy!”</li><li>• “I am swimming in the ocean” while pretending to be fish.</li><li>• “That was so helpful” to child who stacked up the books on the floor.</li><li>• “One bear, Two bears, Three bears” (pointing to each bear individually; coded as 3 Comments). *</li><li>• “A, B, C...” (singing the alphabet song while pointing at letters in a book) (coded as 1 Comment) *</li></ul>	
<b>Decision Rules</b>	
<p>Utterances that would be coded Commenting and Labeling, but also have a question intonation are coded as <b>Comment and Label</b>.</p> <ul style="list-style-type: none"><li>• “I wonder what you will do?”</li></ul>	
<p>In the context of pretend play, if a caregiver says a <i>direction</i> that is in the context of pretend play but not explicitly related to the child’s own behavior or pertinent to the child’s actions “in real life,” this direction would be coded as a <b>Comment and Label</b>.</p> <ul style="list-style-type: none"><li>• “Fly like an airplane!”</li><li>• “Come to the barn, Farmer Joe.”</li></ul> <p>If the direction is related to the child’s own behavior, not in the context of pretend play, it would be coded as <b>Directions, Instructions, or Requests for Language</b> (<i>Directn</i>).</p> <ul style="list-style-type: none"><li>• “Come here and put the Farmer in the barn.”</li></ul>	
<p>Expressions such as “Wow! Whoa!” “Mh-hm,” and “Uh huh,” <u>are not</u> coded.</p>	

Comments not related to child's current activity, attention, or interest should not be coded as **Comment and Label**. Ex: While the child is playing, the caregiver gets up and says, "*I need to get some work done*" to herself. This is not coded because it is not following the child's lead.

Positive statements about other people and activities are coded as **Comment and Label**.

- "*That's nice of him to do that.*" in response to one child handing the child a toy.

When an adult is reading a book with the child, the adult reading the text that is already in the book is not coded; however, if the adult describes any of the text or adds information about the book, that would be coded as **Comment and Label** (Ex: Commenting on the actions of a book character).

\* Reciting or singing ABCs or 123s such that each letter or number is identified or referred to separately, such as counting blocks or other objects individually or identifying letters on a poster individually – each letter or number is counted separately. For example: If the caregiver says, "A" (points to A), "B" (points to B), etc., each letter is scored as **one Comment and Label**. Additional examples:

- If the caregiver labels and points to each letter of the alphabet, this would be tallied as **26 Comment and Labels**.
- If the caregiver says, "*One, two, three, four, five, you have five toes.*" (While pointing to each toe), this is coded as **6 Comment and Labels** (one for each number and one for "you have five toes.")

## A2. Imitate and/or Expand

Imitate

**Definition:** Caregivers imitate and/or expand upon the child’s utterance by repeating what the child says (imitate) or by adding additional information to what the child has said (expand).

- Repeating that adds content to a child’s utterance
- Modeling grammatical form to an immediately preceding utterance
- Imitating or repeating the child’s vocalization and/or utterance

### Examples of Imitate and/or Expand

- Child says, “*Baby*” and Caregiver repeats, “*Baby.*”
- Child says, “*tummy*” and Caregiver says, “*Yes that’s tummy, or stomach.*”
- Child says, “*Baa*” and Caregiver says, “*Bottle, here is your bottle.*”
- Child says, “*I want*” and Caregiver says, “*You want that*” or “*You want your blanket.*”
- Child says, “*Clouds*” and Caregiver says, “*Yes, those are clouds in the sky.*” (expansion)
- Child says, “*Up?*”, and Caregiver says, “*You want up please*”, or “*You are going way up high*” (expansion)

### Decision Rules

Clarifications or adding more complex grammar to what the child said are coded as **Imitate and/or Expand**.

- Child says, “*Truck*” and Caregiver says, “*Yes, that is a blue truck.*”

Question inflections should be coded as **Imitate and/or Expand** if the caregiver is imitating or repeating the child’s utterance in a question inflection asking for clarification or confirmation. Utterances with question intonation that do not repeat the child utterance with question intonation should be coded **Comment and Label**.

- Child says, “*That red,*” and Caregiver says, “*That’s red?*”

### A3. Open-ended or “wh-” questions

OpenQ

**Definition:** Caregiver asks open-ended questions (e.g., “What do you see?”, “Who...”, “When...”, “Why...”, “How...”). Open-ended questions are questions for which the response is more than a yes or a no answer which may include:

- “who”, “what”, “when”, “where”, “why” and “how” questions
- A one-word response that is more than yes or no answer questions

#### Examples of Open-ended or “wh-” questions

- Caregiver asks, “*What is that?*” and the child replies, “*Sun*”
- “*Where’s your nose*”
- “*Why did the fish feel sad?*”
- “*How old are you?*”
- “*What do you want to do?*”
- “*What do you like?*”
- “*What’s the weather like outside?*”

#### Decision Rules

When the adult did not hear what the child said and is asking the child to repeat him/herself, code as an **Open-ended or “wh-“ question**.

- “*What?*” or “*huh?*”
- “*They’re riding what?*”

When the caregiver is reading a book with the child and the caregiver asks questions that are NOT already in the text of the book, each question is coded as **Open-ended or “wh-“ questions (OpenQ)**.

Forced choice questions, asking the child to indicate a choice, should be coded as **Choices**, not as Open-ended or “wh-” questions. Ex: “Do you want apple juice or milk?” or “Should we play with blocks or puzzles? However, when the caregiver poses a question in the form of “is it this or that” and there is a definitive correct answer to that question (e.g., “Is that a shoe or a sock?”, this should be coded as **Open-ended or “wh-“ questions (OpenQ)**.

- “*Is this a white or a black shirt?*” while the caregiver is showing a black shirt.
- “*Is that a dog or a cat?*” while looking at a cat.

## A4. Yes/No Questions

YesNoQ

**Definition:** Yes/No questions are questions that would be answered with only a “yes” or “no.” Yes/No Questions may include:

- Any question that can be answered with “yes” or “no”
- Requests for language that are phrased as a “yes/no” question

### Examples of Yes/No Questions

- “Are you a big girl?”
- “Do you want juice?”
- “Can you come here?”
- “Can you do that?”
- “Ready?”
- “Is there something you want to do?”
- “You want to play?”
- “Are you driving the car?”
- “Can you say ‘baby’?”

### Decision Rules

A two-part question with a pause between that may afterward seem like a choice should be coded as **Yes/No Questions**.

- “Do you want to go to the store?” pause “Or do you want to go to the park?” would be coded as two **Yes/No Questions**.

A question that does not have the complete syntax of a question but is implied in the sentence by having an inflection at the end should be coded as **Yes/No Questions**.

- “You got it?”
- “You want the ball?”
- “You do?”

A statement, converted to a question with the addition of a tag, such as “don’t you?” or “isn’t it?” should be coded as **Yes/No Questions**.

- They had a lot of fun, huh?
- Its cold today, isn’t it?
- You want this, don’t you?

## A5. Praise, Prosocial, and Positive Feedback

Praise

**Definition:** Caregivers use praise or positive feedback, including compliments, greetings, or other prosocial utterances. Praise and positive feedback may be general or specific (Ex: “*good job*,” “*good deal*,” or “*I like the way you stacked those up*”). Positive feedback may include positive compliments, greetings, or prosocial statements directed at the child (Ex: “*You look nice today in that red shirt*,” “*You are being a great helper today*,” “*Wow! Great job*”). Prosocial comments may include “Thank you,” “You are welcome,” and “Bless you,” and greetings may include “Good morning sweetie” or “Hi Karina.”

### Examples of Praise, Prosocial, and Positive Feedback

- **Praise and Positive Feedback**
  - “*I like how you are sharing the crayons so nicely.*”
  - “*You are sitting quietly.*”
  - “*You put your coat on all by yourself.*”
  - “*Great job cleaning up.*” (The caregiver compliments behavior)
  - “*Wow*”
  - “*Good*”
- **Prosocial statements, greetings, or compliments**
  - “*Thank you*”
  - “*You are welcome*”
  - “*You love me; I love you too.*”
  - “*You are my sweetie.*”
  - “*You look very handsome today.*”
  - “*Hello (child’s name)*”

### Decision Rules

Affirmations are coded as **Praise, Prosocial, and Positive Feedback**

- “*Oh, good.*”
- “*Oh, good deal.*”
- “*All right.*”

## A6. Choices

Choice

**Definition:** Caregiver presents a choice to the child, providing opportunities for the child to communicate their preference or selection. Choices should be explicit and could be verbally or visually presented. Choices may include:

- Verbal presentation of choices
- Choices presented by non-verbal communication method including signing

### Examples of Choices

- “*Shall we paint with the red paint or the green paint?*”
- “*Do you want to sing Old MacDonald or Twinkle Twinkle?*”
- “*Would you like to play, or would you like to eat hay?*”
- “*You can have milk or water.*”
- Caregiver visually presents two choices of toys in each hand and says “Which one do you want?”.

### Decision Rules

If questions are rephrased in a subsequent utterance to become more specific, code two utterances, as **Questions** and providing **Choices**. Ex: Caregiver asks, “*What do you want to drink? Do you want apple juice or milk?*” would be one instance of an **Open-ended Question (OpenQ)** and one instance of **Choices (Choice)**.

During play, the caregiver provides the child with opportunities to choose one activity out of many. Ex: When caregiver states that the child can choose one of four centers to play in, or one room or activity, one **Choice** should be coded.

During mealtime the child is given the opportunity to select from several different foods that the caregiver presents to him or her. However, if the foods (or toys) are all just placed on the table and the child can take any of them, this should not be coded as **Choice**.

- “*You may choose chocolate chip or peanut butter.*”

During reading time, the caregiver asks the child to select the book to be read from two or more books. The caregiver gives the child a choice between reading the book with the caregiver or reading individually.

Simply asking what the child wants is not a **Choice**. This would be coded as an **Open-ended Question (OpenQ)**. “*What do you want?*” should be coded an **Open-ended Question (OpenQ)**.

During pretend play, the caregiver provides the child with choices of creating a play scenario. Ex: When taking the toys outside the toy castle, caregiver asks the child if the outside is hot or cold. Ex: “*Is the weather outside hot or cold?*”



## A7. Time Delay

TimeD

**Definition:** Caregiver uses time delay or “fill in the blank” by inserting a pause either before or inside of an utterance to the child. Time delay may include:

- Pausing briefly after presenting a toy to a child to wait for the child to ask for assistance to work with the toy.
- Inserting a pause to let the child fill in the missing word(s) after beginning a familiar rhyme or story.

### Examples of Time Delay

- *“These are your arms; These are your.....”* (waiting for the child to say fingers as the teacher is pointing to the child's fingers.)
- *“Here is the....”* (while looking at a book of animals, the teacher might point to the tiger to give the child the opportunity to say *“Tiger.”*)

### Decision Rules

Utterances may start with other PC TALK strategies (Ex., Comment and Label, Open-ended questions.) Code only the sentences or phrases in which time delay occurs as **Time Delay**.

- *“This one is green and that one is...”*

## OTHER ADULT TALK

<b>A8. Talk to Other Adult(s)</b>	Tlk2Adult
<p><b>Definition:</b> Caregiver who is currently interacting with the target child, or in closest proximity, is talking to adults. <b>Talking to other adult(s)</b> may include:</p> <ul style="list-style-type: none"><li>• Having discussions on classroom planning</li><li>• Coordinating ongoing activities or care</li><li>• Talking unrelated to child or classroom activities (Ex: Social talk)</li><li>• Talking on the phone (Ex: Cell phone and classroom phone)</li></ul>	
<b>Examples of Talk to Other Adult(s)</b>	
<ul style="list-style-type: none"><li>• <i>“She has mommy’s fascination with tornados”</i></li><li>• <i>“Usually, he can count to at least 10”</i></li><li>• <i>“Does your program go out to Gardner?”</i></li><li>• <i>“Can you change his diaper for me?”</i></li><li>• <i>“He’ll be napping after 10 minutes.”</i></li></ul>	
<b>Decision Rules</b>	
<p>*A longer utterance consisting of two sentences counts as two behaviors in this category. In other words, code each utterance or sentence as one instance of <b>“Talk to Other Adult(s).”</b> Ex: <i>“Did you change Ethan’s diaper? He seems fussy”</i> is counted as 2 behaviors in <b>Talk to Other Adult(s)</b> category.</p>	

## A9. Talk to Other Child(ren)

Tlk2OthCh

**Definition:** Caregiver talks to other children and the talk is not directed to the target child regardless of content or topic. **Talk to Other Child(ren)** may include:

- Talk that is directed to a child that is not the target child
- Talk that is directed to a group of children that does not include the target child

### Examples of Talk to Other Child(ren)

- “*Do you want to play with us?*” (directed at non-target child)
- “*What is this shape called?*” (directed at a group of children during circle time, and the target child is not sitting with the group)
- “*Are you hungry? What did you have for breakfast?*” (counted as two behaviors in this category, when directed at a child who is not the target child)

### Decision Rules

\*Talk that is directed to a group of children that includes the target child should be coded as talk directed to the target child and NOT as **Talk to Other Child(ren)**.

- “*What is this shape called?*” (directed to a group of children during circle time and the target child is sitting with the group) would be coded as **Open Ended Question**.

\*A longer utterance consisting of two sentences counts as two behaviors in this category. In other words, code each utterance or sentence as one instance of “**Talk to Other Child(ren)**.” Ex: “*Are you hungry? What did you have for breakfast?*” is counted as 2 behaviors in **Talk to Other Child(ren)** category, as long as it was directed at a child who is not the target child for this specific observation.

## A10. Directions, Instructions, or Requests for Language

Directn

**Definition:** Caregiver provides **Directions, Instructions, or Requests for language** to the target child. This includes directions that are given in a positive, neutral, or negative tone. Ex: “*Stack this block*” during play, and “*You sit down!*” in a scolding tone are both coded here. This may include:

- Instructing or directing a child do some action.
- Instructing the child to say something or to vocalize.

### Examples of Directions, Instructions, or Requests for Language

- “*Let’s pick up the toys and put them in the bin.*”
- “*Say you are sorry to her.*”
- “*Sit over there.*”
- “*Say ‘truck’.*”
- “*Do it for me.*”
- “*You need to come with me to the bathroom.*”

### Decision Rules

Directions, instructions, or requests for language that are given in positive, neutral, negative, or scolding tones are coded as **Directions, Instructions, or Requests for Language**.

- “*You get over here now!*”
- “*Give that to me now!*”

Two-part instructions are coded as one **Directions, Instructions, or Requests for Language** if they are contained within one utterance.

- “*Pick up the books and stack them here.*”

Utterances used to discourage certain child behaviors would be coded as **Directions, Instructions, or Requests for Language**.

- “*It’s not your food.*”
- “*That’s not safe.*”

In the context of pretend play, if the direction is related to the child’s own behavior, not in the context of pretend play, it would be coded as **Directions, Instructions, or Requests for Language**.

- “*Come here and put the Farmer in the barn.*”

**Directions, Instructions, or Requests for Language** may be used with another PC TALK strategy. Code each strategy separately.

Ex: “*Say you are sorry to her right now; you don’t bite your friends!!*” said in an overly harsh manner while standing over the child and pointing. “*Say you are sorry to her right now*” is coded as one as **Directions, Instructions, or Requests for Language**, and “*You don’t bite your friends.*” is coded as one **Disapproval, Prohibition, Negative Talk** even though these two sentences run together when the caregiver says it.

Utterances that include a child’s name as a way of directing them to do something coded as **Directions, Instructions, or Requests for Language** because the caregiver had already given a general direction to the child and says a child’s name as a way of directing them to do something.

- “*Alex, go get your coat.*”

Utterances that include a child’s name to have them stop doing something would be coded as **Disapproval, Prohibition, Negative Talk**.

- “*Alex!*” (when the caregiver wants the child to stop kicking the wall.)
- “*Kai! Stop that!*”

## A11. Disapproval, Prohibition, Negative Talk

Disappv

**Definition:** Caregivers use disapprovals, prohibitions, or negative talk directed to the infant/child that indicates that the child should stop some activity or to stop saying something or is negative or harsh in content. The negative talk includes:

- Comments or questions that criticize, belittle, or shame the child or that are sarcastic
- Comments or questions that indicate that the child is doing something on purpose to make the Caregiver angry
- Comments or questions that is said in an angry, harsh, or frustrated tone of voice or with a negative affect and/or negative nonverbal behavior.
- Caregiver statements referring to disciplinary actions.

### Examples of Disapprovals, Prohibitions, or Negative Talk

- **Disapproval**
  - *"I don't like it when you hit."*
  - *"You make me so angry. You need to listen."* (Disapproval, or Negative Talk)
  - *"I'm not playing this game."* (in response to child misbehavior)
- **Prohibitions**
  - *"No!"*
  - *"Get away from here."*
  - *"Quit saying that."*
  - *"You better not think about doing that!"* (as the child is about to do something the adult does not want the child to do).
- **Negative Feedback or Negative Talk**
  - *"You are not a nice girl today."*
  - *"You're whining again."*
  - *"Mommy doesn't want to play with you anyway."* (sarcasm)
- **Discipline Statements**
  - *"You are in time out, go over and sit down."*
  - *"You come over here and think about how we treat our friends."*
  - *"I'm going to take those away."*
  - *"You're getting a spanking."*

### Decision Rules

Caregiver says the child's name in a tone indicating they want the child to stop doing something. This should be coded as **Disapproval, Prohibition, Negative Talk** (*Disappv*).

- *"Alex!"*

\*There could be instances where the caregiver says the child's name to have them stop doing something and other times when the caregiver says the child's name to have them do something. Ex: *"Alex"* to tell the child to go get the child's coat. In the second example, this would be coded as a **Directions, Instructions, or Requests for Language** (*Directn*).

When child asks to go to the bathroom and caregiver responds with frustration and displeased facial expression. This should be coded as **Disapproval, Prohibition, Negative Talk** (*Disappv*).

- *"Didn't you just go?"*

Caregivers state how much they dislike the way certain children are acting.

- *"Once again Jane is not sitting in her chair!"*

## Non-Coded Talk

Caregiver talk that does not fit into any of the above categories is **not** coded.

Examples:

- Child is looking at a book. Caregiver sits down and says, “It’s such a nice day.”
- Child is sitting on the potty. Caregiver says, “I’m so sleepy.”
- Phrases, such as “here you go,” “here,” “there you go,” “Yeah,” or “OK.”
- Filler words, such as “mm-hmmm,” “uh-huh,” “mmm,” “uh-huh,” “uh-uh.”
- Caregiver is talking to self.
- If child/caregiver drops something and caregiver says “Uh Oh” this is not recorded. If caregiver says “Uh Oh, you dropped the toy” this is recorded as a comment.
- Caregiver recites alphabet or numbers, without referring to letters or numbers (e.g., written, signed, actual items). For example, “One, two, three, four, five” without referring to actual objects, or numbers in a book. The main determinant of whether counting or the alphabet is scored or not is whether there is a referent.

## B. Child Communication

### B1. Gesture

Gestures

**Definition:** A physical movement made by the child in an attempt to communicate with a partner. Count each instance of a gesture.

#### Examples of Gestures

- Giving or showing objects
- Pushing away or rejecting an object
- Reaching toward a partner or object the partner is holding
- Pointing toward an object or person
- Nodding or shaking one's head, shrugging shoulders.

### B2. Vocalization

Vocalizn

**Definition:** A non-word verbal utterance voiced by the child may be directed toward a partner or to themselves. Vocalization includes:

- Episode (an episode ends when there has been a clear break of at least one second without vocalization. One second or breath in between vocalizations distinguishes different vocalizations)
- Laughing (score one laugh as one vocalization, but if the child takes a breath and begins laughing at something else that is funny, score this second laugh as second vocalization. If they take just a quick little gasping breath and keep laughing at the "same" thing, this counts as one vocalization.)
- Crying should not be counted as vocalizations.

#### Examples of Vocalization

- Animal sounds, "moo" when looking at a cow. Giving or showing objects
- Transportation, motor sounds, "vroom" when pushing a tractor
- Blows to ask for more bubbles
- "ah", "da", "eee", "mmm", or "umm."
- Laughing at the play partner's actions.

<b>B3. Words</b>	Words
<b>Definition:</b> Single-word utterances voiced by the child that are understood.	
<b>Examples of Words</b>	
<ul style="list-style-type: none"> <li>• “Car”, “mailbox”, “necklace”</li> <li>• Continuous sequential repetition, “go go go” (code only one)</li> <li>• Two-part proper names, “Big Bird”, “Mary Jane”</li> <li>• Sequentially describing or naming objects, “block”, “red”, “blue”, “girl” (code one for each word)</li> <li>• Standard sign language, code as appropriate single words</li> <li>• A child hits a switch on an augmentative communication device to indicate “more” or “yes”</li> <li>• Answering a question with “uh-huh” as a “yes” response, or “oh” in response to a statement.</li> </ul>	
<b>B4. Multiple-word utterances</b>	Multiwds
<b>Definition:</b> a combination of two or more different words voiced by a child that are understood. An utterance consists of a sentence or a single thought.	
<b>Examples of Gestures</b>	
<ul style="list-style-type: none"> <li>• Words should fit together in a meaningful way, “<i>big truck</i>”</li> <li>• Does not need to be grammatically correct, “<i>Me go to store.</i>”</li> <li>• Does not need to have adult meaning, “<i>Cow rides tractor</i>”</li> <li>• Standard sign language, code as appropriate for multiple-word utterances.</li> </ul>	

**Notes:**

**When the observer cannot understand what may be a word or multiple-word utterance, score the highest category that can be understood.** For example, code “da ba da” as a vocalization. Code “na na na ball” as a word (ball). Code “Mama, I want the ba da ba da” as a multiple-word sentence. In some cases you can use the context to determine what a child has said. For instance, if a child says, “goggy” and points to a dog, this will help you determine that the child intended to say “doggy”. Again, if the child points to yellow and says, “yeyow” or “lello”, you can code the child’s word as “yellow.” However, if a child says something you do not understand, but the adult seems to recast or imitate what the child says, do not use these imitations or recasts, or any other adult response to infer what the child is saying. For example, if the child says something that is not at all understandable and does not sound like milk or bottle, and the caregiver says, “You want milk?” you should NOT assume the child said milk or bottle merely based on the adult response.

**If the child is reciting numbers or the alphabet, and you can only understand a few letters or numbers, score the ones you are able to understand as words.** Do not score letters and numbers as words unless you understand them or they are clear approximations of the letter or word (i.e., “tree” for “three” can be scored as a word, but “ee” for “three” would be scored as a vocalization, but not as a word).

**Observations when Child is in a Group:** If caregiver talks to the whole class, including the target child, the language should be coded as if it were directed to the target child unless the



child is clearly not attending (e.g., on other side of room being changed or playing with peer away from caregiver).

**If a caregiver uses a single word or phrase repetitively**, discrete occurrences of the language are recorded if there is a 3 second pause between the words/phrases, if the caregiver takes a breath between words/phrases, or if the caregiver varies the language within the phrase.

**Examples:** CG quickly says “Go, go, go” → recorded as a 1 directive  
CG says “Let’s go..... let’s go..... c’mon” → recorded as 3 directives  
CG says “Go, go.... (breath) go” → recorded as 2 directives

**Adult Singing:** Do not code singing unless the singing involves the use of a specific Promoting Communication strategy. Then, code that strategy. For example, “Twinkle, twinkle, little \_\_\_\_\_” would be coded as a “Fill in the blank” because the adult is using the fill in the blank/time delay category and she happens to be singing. If an adult singing “Eli has a red shirt, red shirt, red shirt, Eli has a red shirt today” that would be coded as one comment/label. If the adult is just singing as song, such as “Mary Had a Little Lamb,” this is not coded because no language-promoting strategy is being used. This is similar to when the adult reads a book to the child. Reading words in a book is not coded, but when the adult comments on a picture in the books, asks a question about the story, or utilizes time delay when reading, those are coded as comments, questions, or time delay.

**If a caregiver calls a child’s name, the language should be coded according to its function.** For example, if a CG calls a child’s name after the child climbs onto the table (to tell them to get off the table), the language should be coded as a prohibition. If the caregiver had given the child a one-minute warning before bringing the child to the potty, then after one minute the CG called the child’s name from the bathroom, the language should be coded as an instruction (calling the child to come into the bathroom). If the CG calls a child’s name to distract the child to stop crying, do not code.

## C. Environmental Arrangement

Following the observation period, complete the following environmental arrangement items for the whole observation period. When “adult” or “child” is used, the term is referring to the adult(s) and child that are the focus of the observation. If the observation was paused for any reason, do not code activities that occurred during that pause.

### Reading and Books

#### **C1. Children’s books are accessible**

Children’s books are accessible to the child during the observation. The books do not need to be located in a particular place in the room, but just need to be accessible to the child. Examples include books placed in a basket on the floor, a low bookshelf in an area where the child may access them, or having several books mixed among the child’s toys. Code “no” if there are no books that the child can access, including if only a tablet is accessible, and no physical books are accessible. Code “no” if there are books present but the child could not access the books without the adult’s help.

#### **C2. Adult looked at books with child**

The adult looked at one or more books with the child during the observation. This might involve reading a book to the child, looking at the pictures of a book together, or looking at a book using an electronic reader or tablet/device. The adult must be involved with the child’s book activity. Code “no” if the adult simply hands a book to the child and does not look at it with the child, or the child looked at books alone.

#### **C3. Child looked at books alone or only with children**

Child read, looked at, or played with one or more books either independently or with other children. Examples might include the child playing with a book while playing with another child, or the child using an electronic reader or looking at a book on a tablet or electronic reader independently or with another child. Score “no” if the child does not handle books.

### Social Environment

#### **C4. Adult facilitates social interactions and/or play**

Adult supports or facilitates child’s engagement in social interactions such as by selecting activities that encourage social and/or interactive play with one or more children. This might include social interaction with one child or multiple children, or facilitating interaction among children in a group activity, such as by commenting on their activities and interactions. This may also include selecting toys or activities in which the adult and child can interact and interacting with the child in that activity. Other examples might include the adult talking and/or interacting with children during a mealtime or other daily routine, responding to child social initiations, and playing with the child. Code “yes” if the adult facilitates interaction between child and self, other adults, or other children. Code a “no” when the adult provides materials but does not encourage social interaction or engage in play, does not facilitate interactions between children, or misses opportunities to encourage reciprocal interactions.

#### **C5. Electronic devices (TV, phone, computer, tablet, AAC device, etc) are primarily used in a manner that facilitates social interaction**

If electronic devices (e.g., television, computers, tablets, video games, smartphones) are used by the adult and/or the child during the observation, the adult uses devices in a manner that facilitates adult-child social interaction. The focus of this item is on HOW adults' use electronics or media with the child. This does not include toys that are simply battery powered and light up and make noise (e.g., a play phone or laptop toy that beeps and says letters). Examples of use of electronic devices include the adult and child playing games together on a tablet, watching television, or reading an electronic book on a tablet or reader. Examples for how devices are used to facilitate social interaction then include the adult following the child's lead while talking about a show they are watching together, or the adult and child talking and gesturing about a game on a tablet, or the adult asking questions and commenting as they look at pictures together on the phone. Code "no" if the majority of time spent using electronic devices occurs without social interaction. Code N/A if electronic devices are not used during the observation.

### **C6. Competing activities are minimal**

Other activities taking place in the observation area do not interfere with adult-child social interactions. Examples of competing activities include loud television, loud music, excessive crowding in the home or classroom, and/or loud conversations in the surrounding area which interfere with the ability of the child and adult to engage in social interactions. The television or music can be on, as long as the volume does not interfere with or distract from adult-child social interaction. Focus on how the environment effects social interaction to score this item. Code "no" if competing activities are taking place for more than half of the observation time.

## **Materials and Physical Environment**

### **C7. Room arrangement and materials arranged to facilitate social interaction between children and adults**

Play areas are accessible and organized to facilitate social interaction. Play areas are not overly cluttered and are generally safe and appropriate for young children's play. Multiple toys or materials are provided, and the space is fairly uncluttered and organized. Code "yes" if toys are relatively organized even if they are spread out on the floor (e.g., blocks are spread out, but there is a bin to store them in, and the room is not overly cluttered with other toys). Also, code "yes" if the toys are organized and put away, but still accessible to children (e.g., in open baskets or collected in a play space). Code "no" if toys/materials that can engage children and adults together are not accessible to children, or if play areas are so overly cluttered and/or unsafe that it is difficult for children and adults to play and interact.

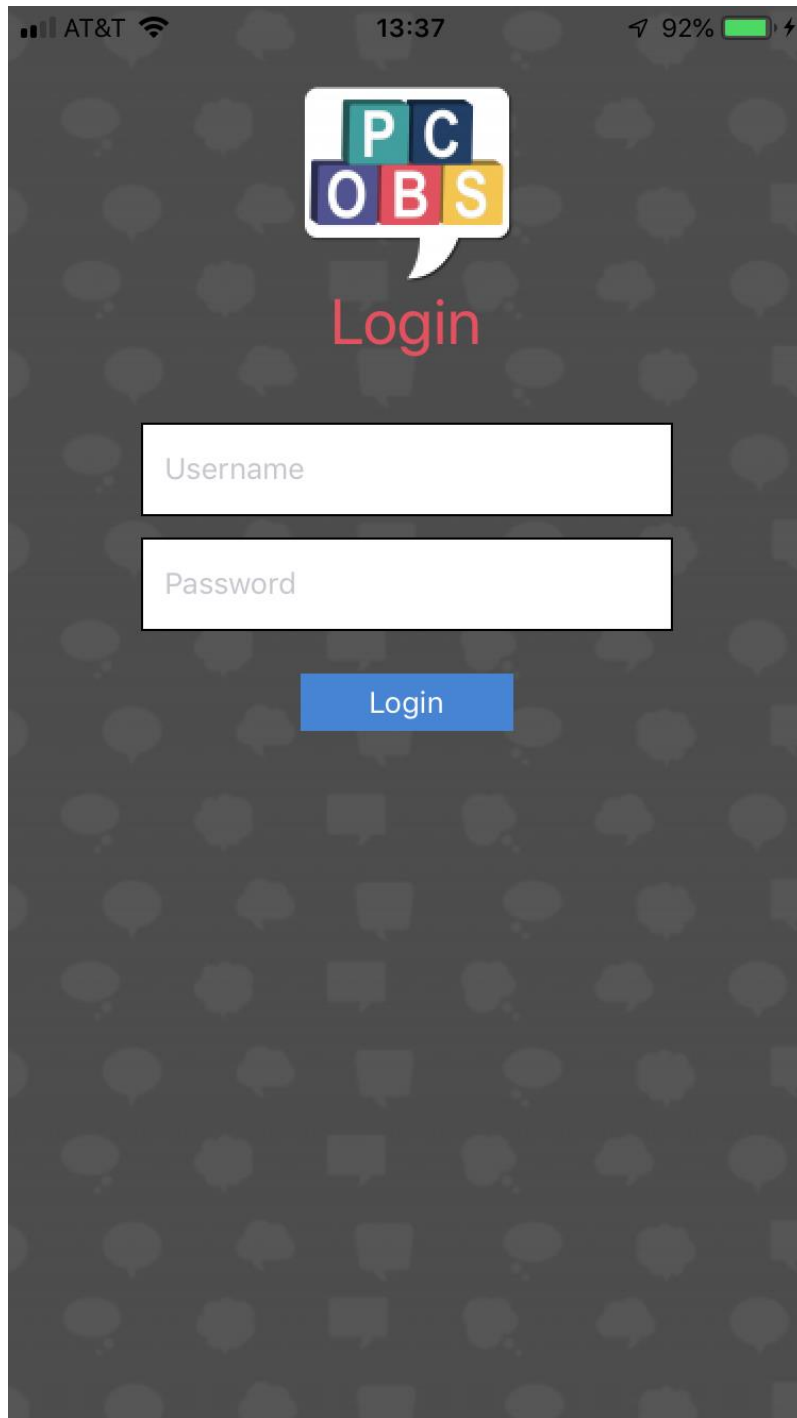
### **C8. Child able to access a variety of toys and materials**

Child is allowed access to a variety of toys and materials. They do not need free access to all materials or access to other materials at all times throughout the day, but when the current activity allows, adults provide a variety of toys and materials. This also includes providing toys and/or materials requested by the child, when appropriate. For instance, during free play, there are a variety of types of toys available, such as trucks, blocks, and dress up toys. If the child requests an additional type of toy during this time, and this toy seems appropriate (i.e., child requests dinosaurs and not finger paints), the adult provides this toy to the child. The adult does not need to provide the requested item if it is not appropriate at the time (i.e., paints, glue and glitter, food during free play, or toys and books during lunch). Code "no" if the child has limited access to materials, given the current activity.

## **Notes on the Observation**

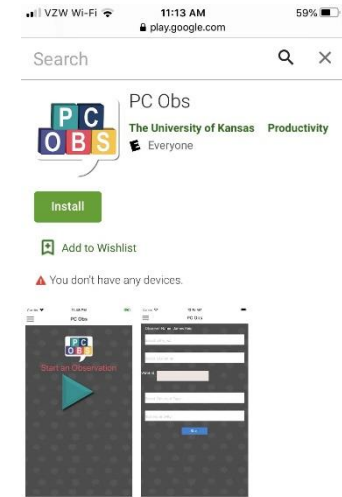
At the end of the environmental arrangement items, you will see a page that reads, “Please describe any unusual situation regarding the observation session of the child you just completed.” Use this space to enter notes you feel are important into the text box, including time spent singing, corrections, unusual interruptions during the observation, etc.

## Using the PC-Obs Mobile Application

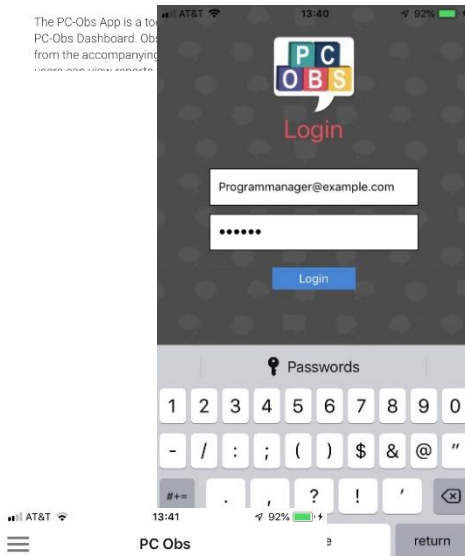


# Download App: Using the PC-Obs System App

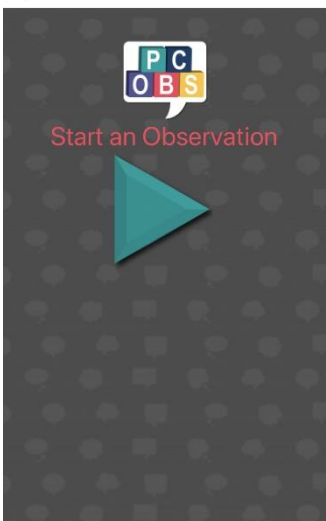
## Download App & Login



1. To download the app, go to Play Store (Android) or App Store (iOS). Search for “PC-Obs.” Click “Install” (Android) or “Get” (iOS) and the app will begin downloading to the phone.



2. Once the app is finished downloading, open the app and enter Username and Password and then click “Login.”

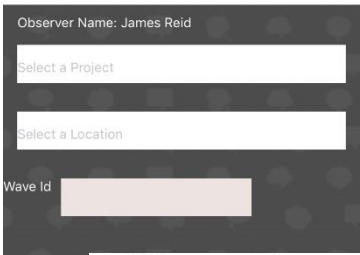


3. Click the green arrow to enter session information.

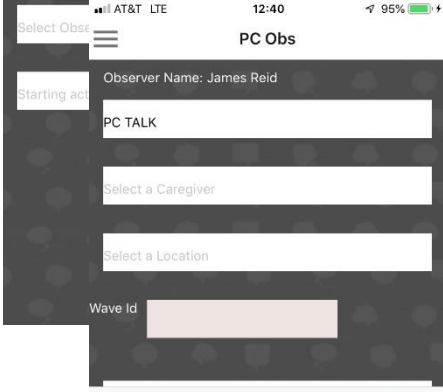
## Data Collection – Prepare to Observe

Prior to conducting observations, observers should first ensure that the Center, Project, Caregiver, and Child are entered into the PC-Obs data dashboard. Considering using Identification Numbers and caregiver and child initials, rather than full names, for additional privacy.

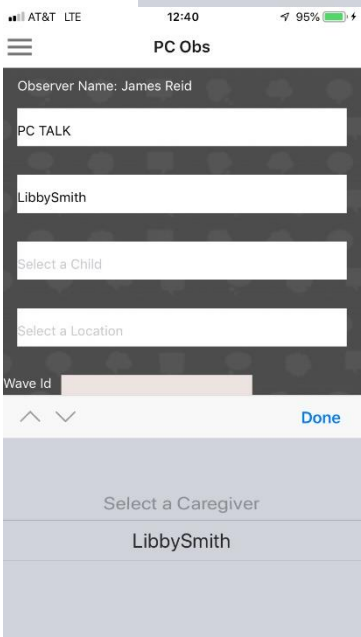
1. Prepare to enter session information.



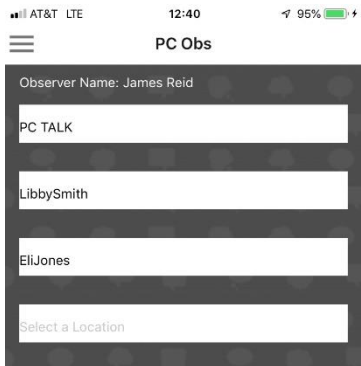
2. Select a **Project** - pull down the menu and select a project from the list shown.



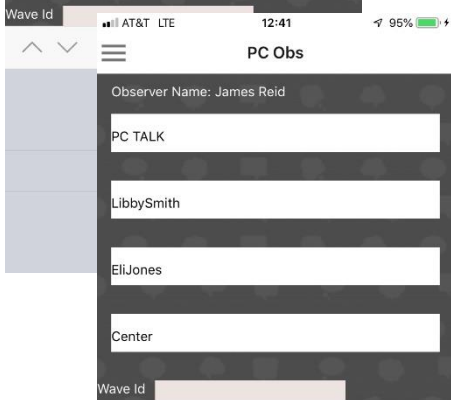
3. Select a **Caregiver** – pull down the menu and select a caregiver from the list shown. Consider using initials when possible.



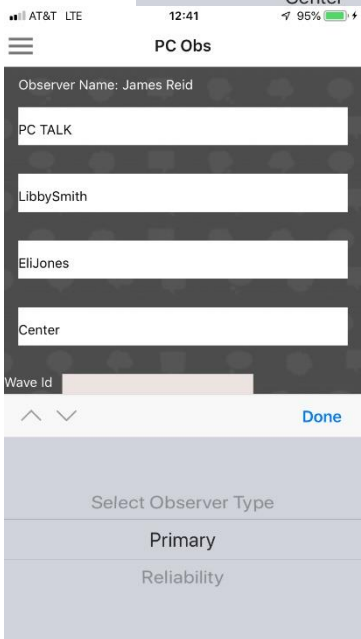
The image displays three sequential screenshots of the PC-Obs mobile application. The first screenshot shows the initial form with fields for Observer Name (James Reid), Project, Location, and Wave Id. The second screenshot shows the Project selection dropdown menu with options for Project Eagle and Project DX. The third screenshot shows the Caregiver selection dropdown menu with the option LibbySmith.



4. Select a **Child** – pull down the menu and select a child from the list shown. Consider using initials.

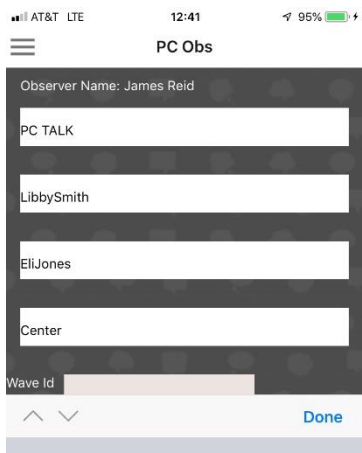


5. Select a **Location** - pull down the menu and select a location from the list shown.



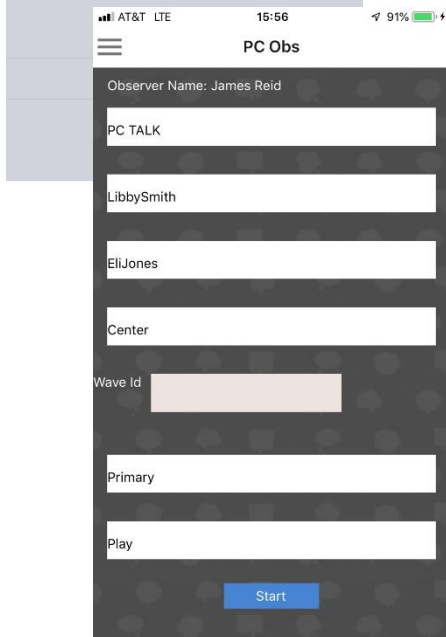
6. Select an **Observer Type** – pull down the menu and select an observer type from the list shown.





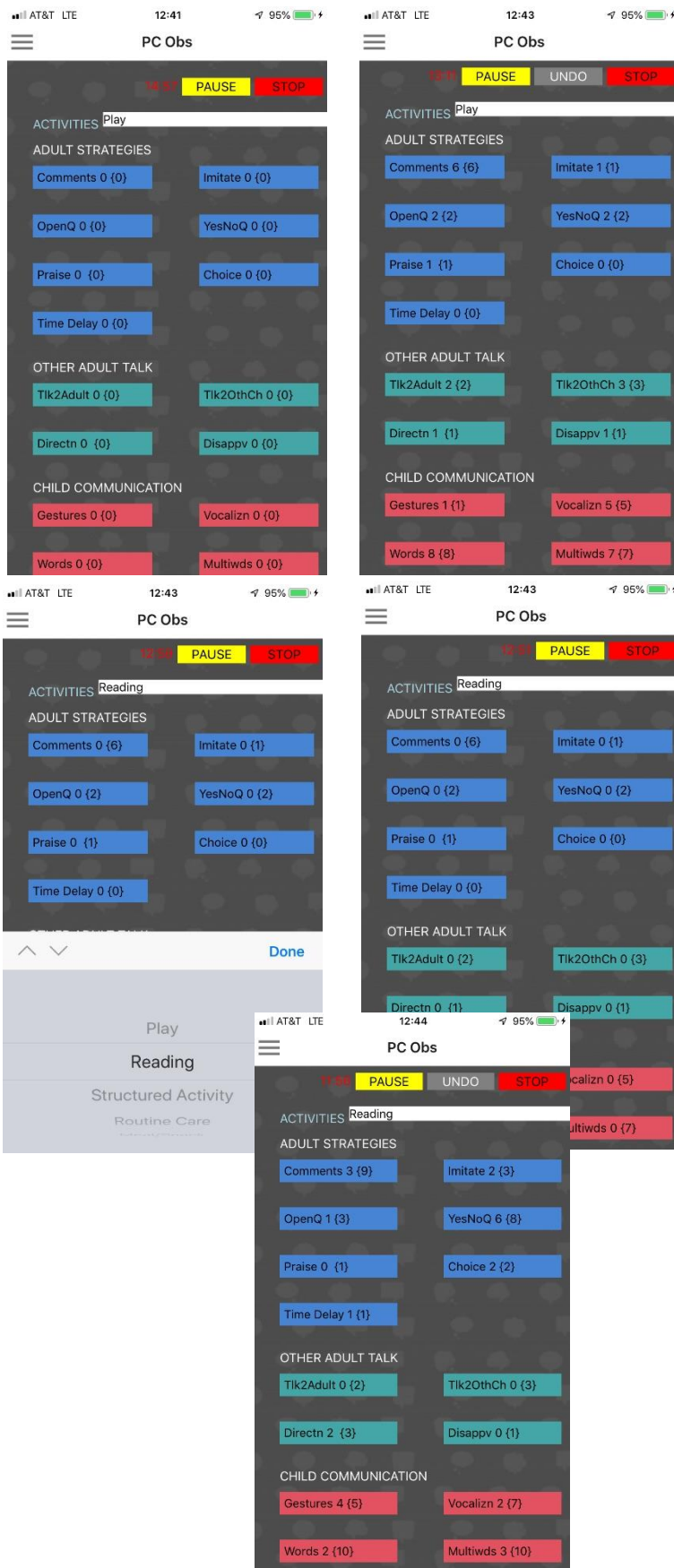
7. Select an **Activity** - pull down the menu and select an activity from the list shown. It should be the activity in which the adult and child are currently engaged.

Refer to page 48 for a list of activity definitions.



8. Click the **START** button to start the timer for the observation.

## Data Collection – Adult/Child Strategies & Child Communication



The **ACTIVITY** shown at the start of the observation will be the **Initial Activity** selected BEFORE the timer starts.

All **ADULT STRATEGIES**, **OTHER ADULT TALK**, and **CHILD COMMUNICATION** buttons will be active, with their corresponding frequencies initially set at 0's.

Each time that a strategy or communication is observed, click on its corresponding button, and its frequency of occurrence DURING the current activity will be updated, right next to its corresponding button.

There is also an overall frequency of occurrences for all the strategies and communications across all activities. The numbers are displayed in parenthesis, next to the frequency in the current activity.

If there is a change in activity, pull down the **ACTIVITY** menu to select the new activity, and all frequencies for the currently activity will be reset to **0**, as shown.

As a strategy or communication is observed in this current **ACTIVITY**, click on its corresponding button, and its frequency of occurrence will be updated.

If you click the wrong button, you may click **UNDO** to delete the last behavior entered. **UNDO** deletes only the last behavior coded. You cannot correct errors that occurred before the last behavior coded.

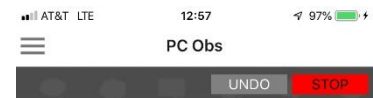
You may use the yellow **PAUSE** button to pause an observation – during this time, the timer stops, and the yellow **PAUSE** button changes to a green **PLAY** button.

All **ACTIVITY**, **ADULT STRATEGIES**, **OTHER ADULT TALK**, and **CHILD COMMUNICATION** buttons will be inactive during the **PAUSE** duration.

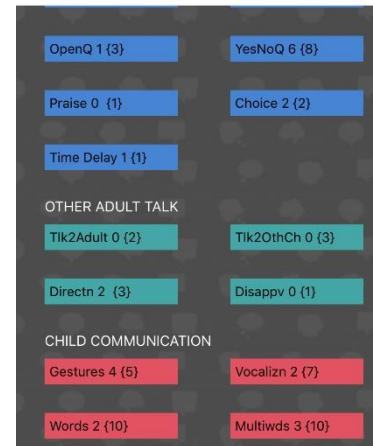
When you are ready to resume the observation, click on the green **PLAY** button, and the timer continues from when it was stopped by the **PAUSE** button, and all the buttons will become active again.



The observation session will end automatically when the timer counts down to **0**, after 15 minutes. Click the **OK** button to proceed to the **ENVIRONMENTAL ARRANGEMENT STRATEGIES**.



You may also stop the observation for any reason, before the session ends automatically, by using the red **STOP** button. You will then be taken to the **ENVIRONMENTAL ARRANGEMENT STRATEGIES**.



## Data Collection – Environmental Arrangement Strategies

The first screenshot shows the 'READING AND BOOKS' section with three questions: 'Childrens books are accessible', 'Adult looked at books with child', and 'Child looked at books alone or only with children'. Below this is the 'MATERIALS AND PHYSICAL ENVIRONMENT' section with two questions: 'Room and materials arranged to facilitate social interaction' and 'Child able to access a variety of toys and materials'. The second screenshot shows the 'SOCIAL ENVIRONMENT' section with three questions: 'Adult facilitates social interactions and/or cooperative play', 'Electronic devices are primarily used in a manner that facilitates social interaction', and 'Competing activities are minimal'. Both screens have a blue 'Next' button at the bottom.

There are 3 groups of **ENVIRONMENTAL ARRANGEMENT STRATEGIES** on two screens for you to select your responses.

Click the **NEXT** button after selecting your responses to each of the question presented on each screen.

The screenshot shows a 'Notes' field with a text input area and a blue 'Next' button below it.

When you click the **NEXT** button after all the responses have been selected, you have the option to enter some notes.

Click the **NEXT** button to complete entering notes, and the application will terminate.



Post Data

Summary

Caregiver: Libby Smith  
Child: Eli Jones

Adult Strategies

Comments and labels: 9  
Imitate and expand on utterances: 3  
Asks open-ended questions: 3  
Asks Yes/No questions: 8  
Gives praise and positive attention: 1  
Provides opportunities for choices: 2  
Asks time-delay/fill-in-the-blank questions: 1

Other Adult Talk

Talk to Other Adult: 2  
Talk to Other Children: 3  
Gives directions or instructions: 3  
Uses disapproval or prohibitions: 1

Child Communication

Gestures: 5  
Vocalizations: 7  
Words: 10

Review the summary data and press **POST DATA** when you are ready to post the data to the dashboard.

# Using the PC Observation Dashboard

## What is the PC Observation Dashboard?

The PC-Obs Dashboard is a secure, password-protected website used to gather PC Observation System observations from mobile devices onto a computer. Observations are comprised of two elements: Adult Child Data and Environment Data. Adult Child Data includes adult and child communications during the observation as well as information to identify the observation (IDs, dates, etc.). Environment Data includes information to identify the observation as well as responses to the questions the observer answers after the observation is completed.

## How do I access the PC-Obs Dashboard?

You can access the PC Observation Dashboard by opening your internet browser, going to the dashboard website (<http://pcobs.ku.edu/>), and logging in. Either a PC TALK team member or a program manager from your program will create a user account for you. Once an account is created, you will receive an email invite from PC TALK. Follow the link to sign in and create a password. You will also be prompted to read and agree to the PC-Obs user terms before you can access the dashboard.

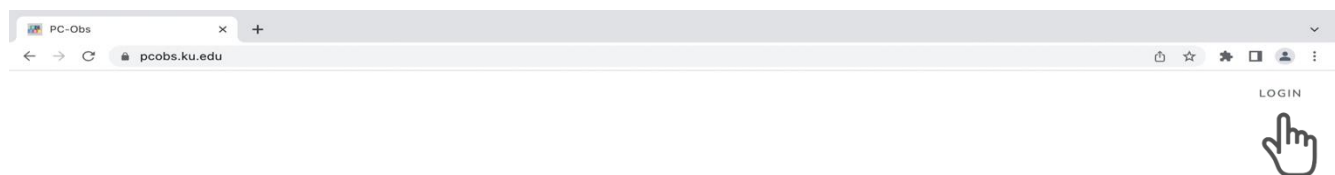
From: PcObs donotreplypcobs@gmail.com  
Sent:  
Subject: Welcome Mail

Welcome to the site

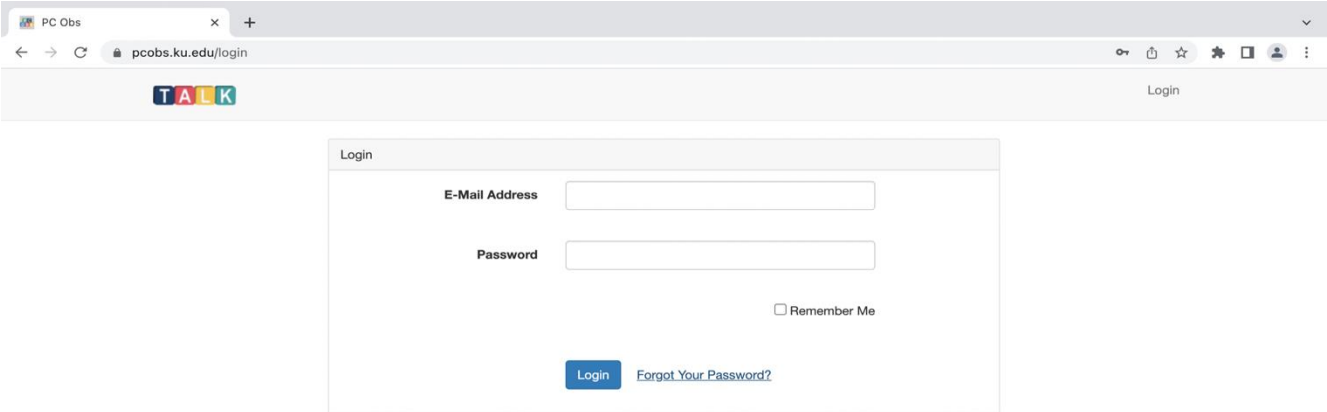
Welcome to PCObs for now! \_\_\_\_\_ has invited you to participate in PC-Obs. To get started, click on the link below to set up a password. [Reset Password](#)

## How do I login and logout of the PC-Obs Dashboard?

To login into the dashboard, go to (<http://pcobs.ku.edu/>) to access the dashboard landing page and click on “*LOGIN*” in the upper right corner of your screen.

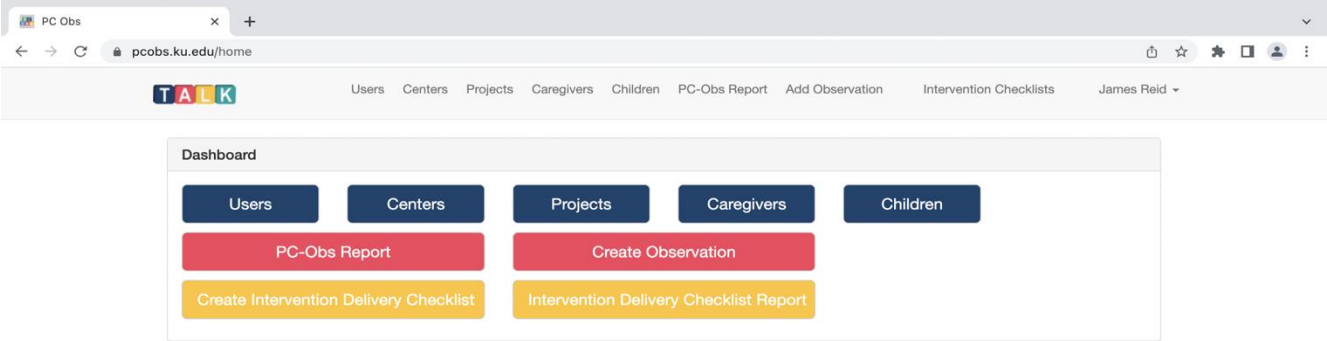


Once you click on “*LOGIN*”, you will be prompted to enter your login credentials, which are your email address and password. Enter your credentials and click the blue “*LOGIN*” button.

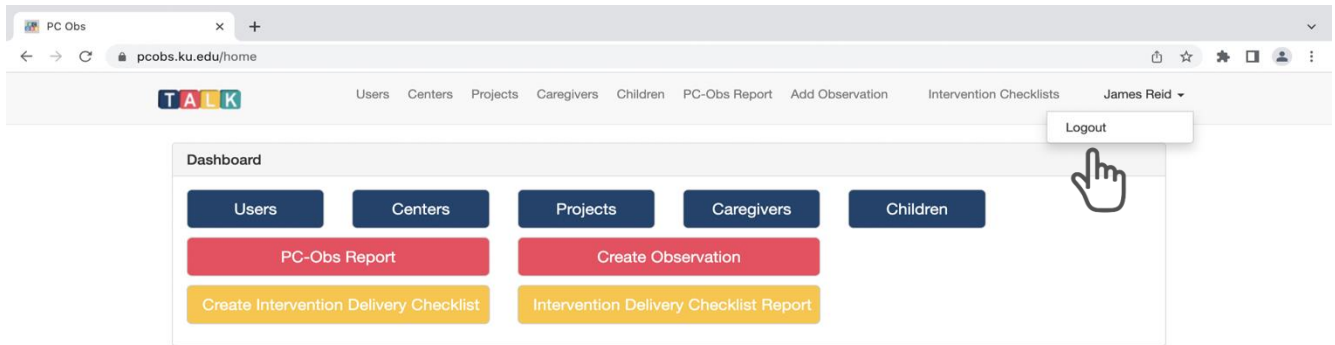


https://pcobs.ku.edu/password/reset

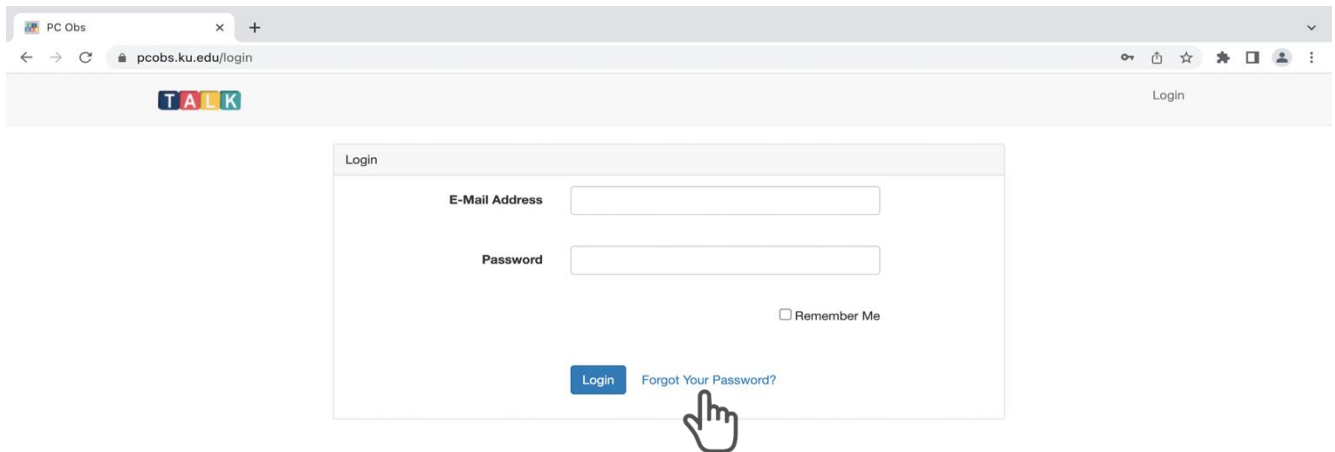
After you click “*LOGIN*”, you will be directed to the dashboard homepage.



To log out of the PC Observation Dashboard, click on your name the upper right corner. Once you click on your name, “Logout” will appear in the dropdown menu. Click on “Logout” and you will be logged out and directed to the landing page.

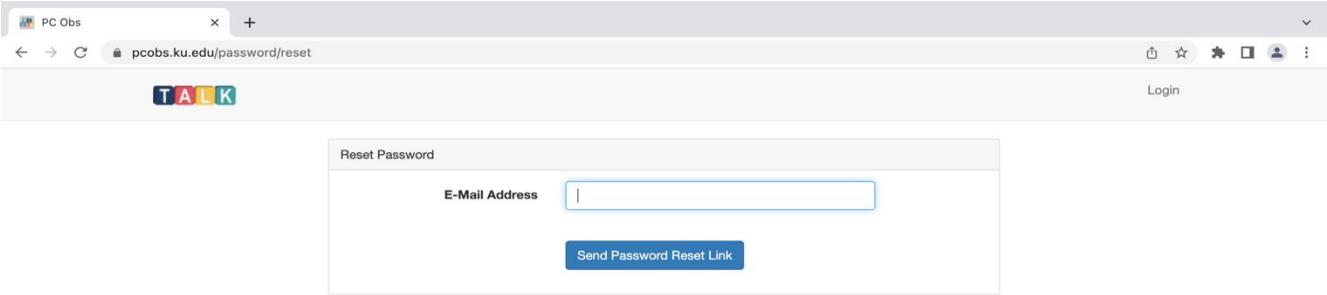


Note: If you forget your password, click on “*Forgot Your Password?*” (in blue text) on the login page.

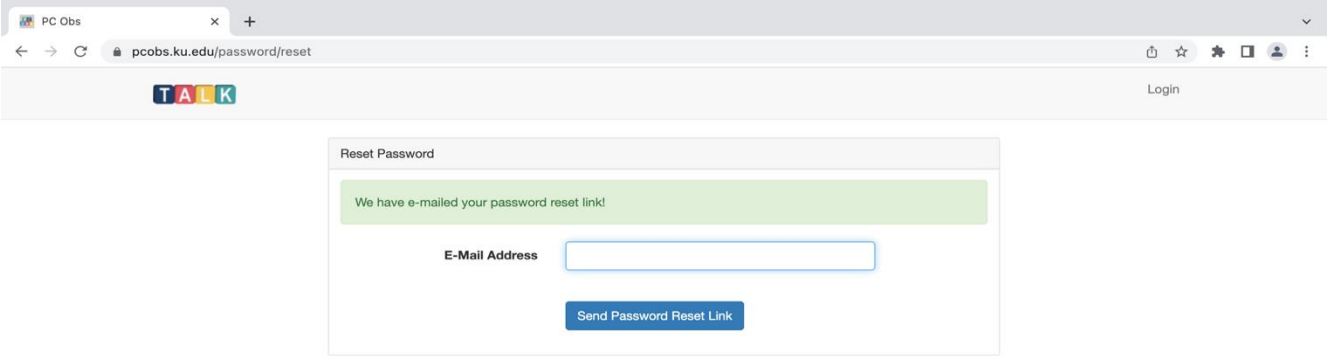




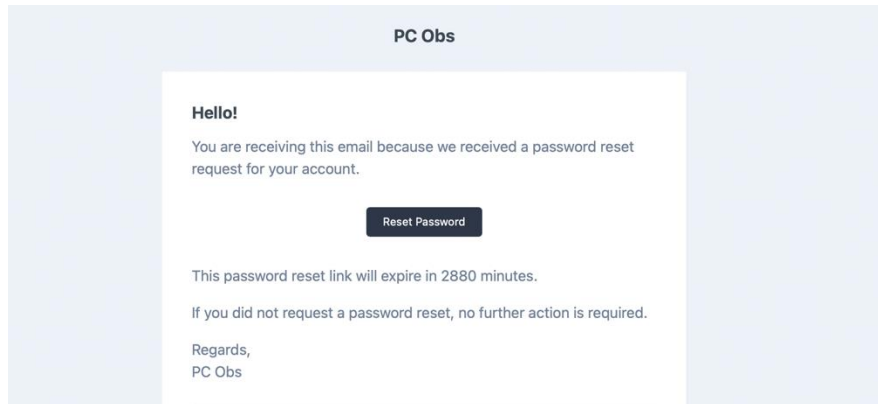
Enter your email address and click on the “Send Password Reset” Link button.



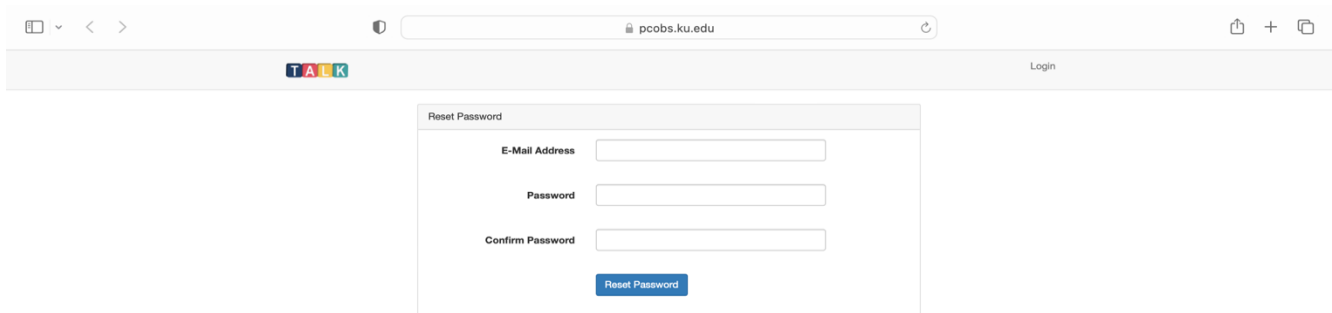
A message in green will appear notifying you that a password reset link has been emailed to your email address.



The reset link that is emailed to you will expire after 60 minutes. Go to your email and click on the “Reset Password” link (highlighted in blue).



Once you click on the Reset Password link that was emailed to you, you will be directed to the password reset page. Enter your email address and select a new password. Click on the “Reset Password” button to login with your new password and be directed to dashboard homepage.

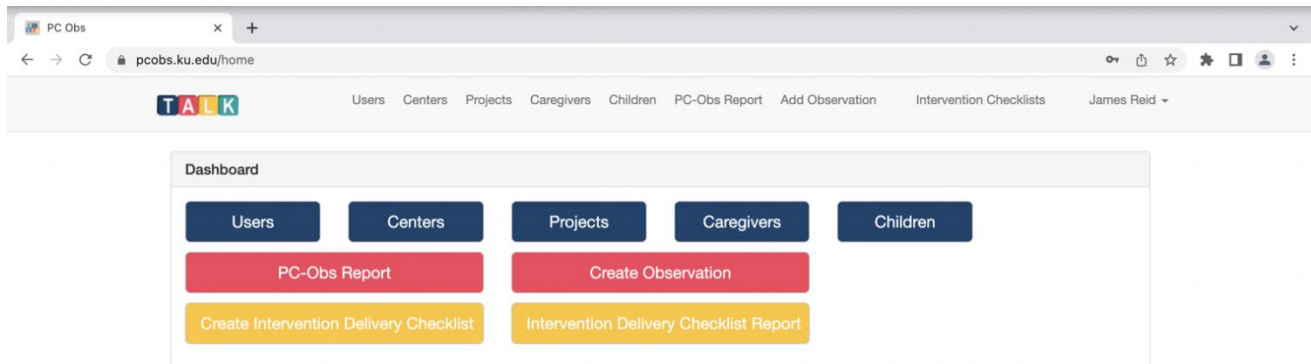


## PC-Obs Dashboard Instructions for Program Managers

### How do the Program Manager and Observer accounts differ?

Program managers have the option of viewing, editing, or adding users, centers, projects, caregivers, and children in their PC-Obs dashboard. Additionally, they have the same options as any observer account: viewing the observation report and creating an observation. Observer accounts can only view an observation report and create an observation.

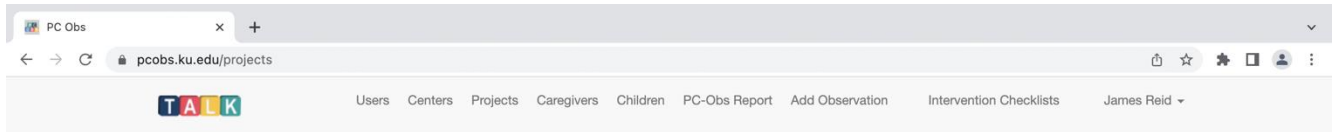
Program Managers cannot remove users, projects, centers, caregivers, or children from the dashboard. To do this, please contact the PC TALK team at Juniper Gardens Children's Project for assistance.



Note: From the dashboard homepage (as pictured above), click on the button of the corresponding option that you want to view or edit. You will also always find these same options as links at the top of any page in the dashboard. For instance, when editing users you can click on the “Centers” link at the top of the page to view or edit centers. Or, if you prefer, you click on the TALK logo to be returned to the dashboard homepage.

### How do I view, edit, or add Projects?

To view, edit, or add Projects, click on the “Projects” button from the dashboard homepage. You can also click on the “Projects” link at the top of page. From the Project Administration page, you can view the list of projects that you've already added, edit the names of those projects, or add a new project.



## Project Administration

[Add Project](#)

Title
<a href="#">Flowchart</a>
<a href="#">Little Steps</a>
<a href="#">Project DX</a>
<a href="#">Project Eagle</a>
<a href="#">Test Project</a>

To view or edit project information, click on the project name from your list of projects on the Project Administration page. Once you click on the project name, you will be directed to the Project Information page where you can see the users, caregivers, and children linked to the project. From this page, you can edit the project name, if necessary. To save your edits, click on the “*Save Edits*” button. Once your edits are saved, you will see “*Project successfully updated*” text highlighted in green appear at the top of your page.

You can also export PC-Obs reports (observation data) and intervention delivery checklists to MS Excel from the project information page.



## Project Information

Title

[Save Edits](#)

### Users

Name	Email
James Reid	ProgramManager@example.com

### Caregivers

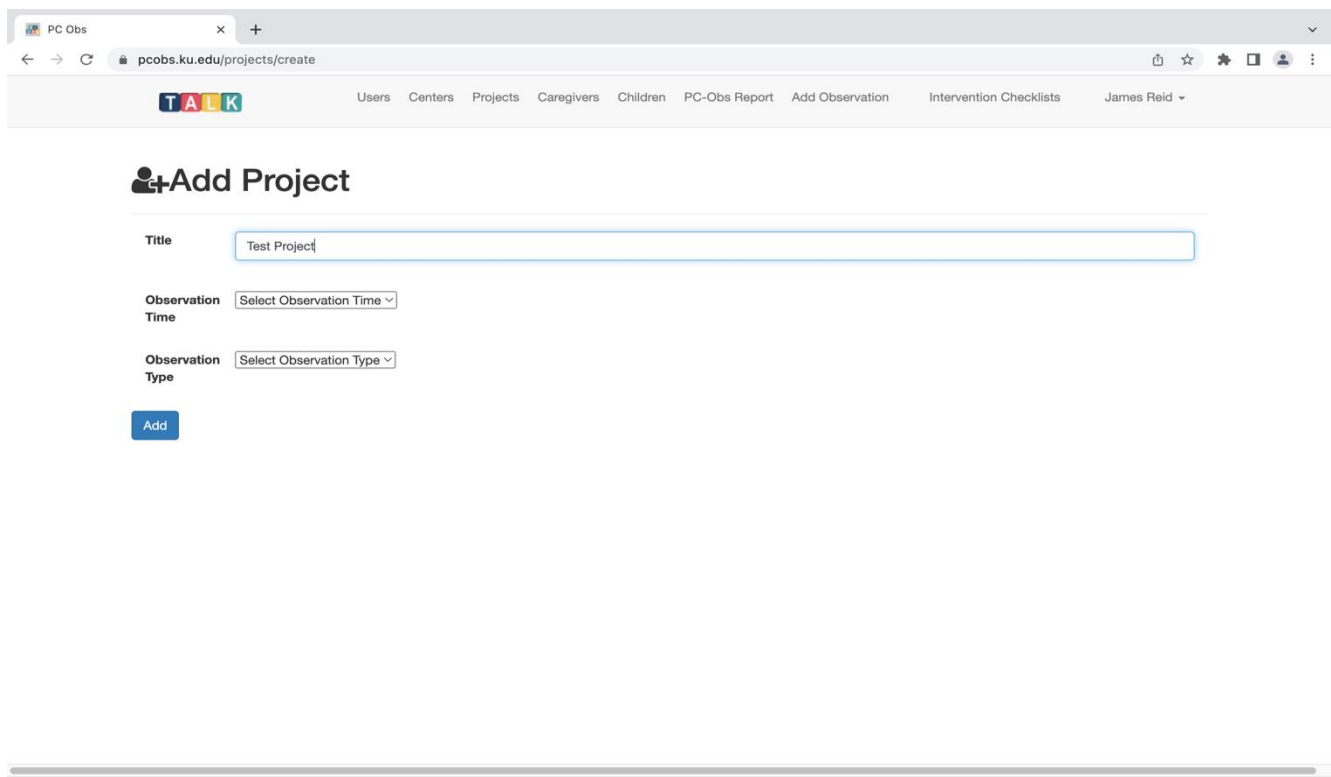
Name
Jess Bedi

### Children

Name
Amar Bedi
Omaha Bedi

[Export PC-Obs Reports](#) [Export Intervention Delivery Checklist Reports](#)

To add a project, click on the green “*Add Project*” button from the Project Administration page. Enter the title of your project in the blank “Title” text box and select the observation time and type.



The screenshot shows a web browser window with the URL `pcobs.ku.edu/projects/create`. The page title is "TALK" and the user is logged in as "James Reid". The main heading is "Add Project". The form contains the following fields:

- Title:** A text input field containing "Test Project".
- Observation Time:** A dropdown menu with the text "Select Observation Time".
- Observation Type:** A dropdown menu with the text "Select Observation Type".
- Add:** A blue button.

---

For observation time, you can select 15, 30, 45, or 60 minutes from the dropdown list.



## +Add Project

**Title**

**Observation Time**   
15 Minutes  
30 Minutes  
45 Minutes  
60 Minutes

**Observation Type**

For the observation type, you can select single caregiver, multiple caregivers, or both from the dropdown list.



## +Add Project

**Title**

**Observation Time**

**Observation Type**   
Single Caregiver  
Multiple Caregivers  
Both

Once you've entered the project title and selected your observation time and types, click the blue "Add" button to add the project to the PC-Obs system. Once your changes are saved, you will see "Project successfully added" text highlighted in green appear at the top of your page.



## Add Project

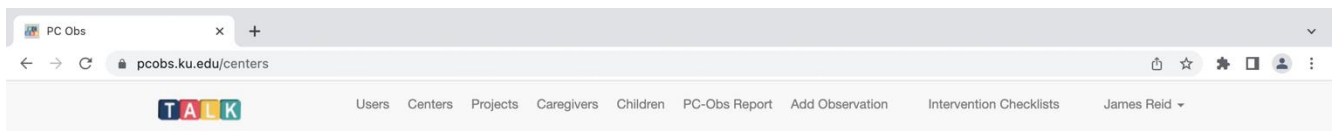
**Title**

**Observation Time**

**Observation Type**

## How do I view, edit, or add Centers?

To view, edit, or add Centers, click on the “Centers” button from the dashboard homepage. You can also click on the “Centers” link at the top of page. From the Center Administration page, you can view the list of centers that you’ve already added, edit the names of those centers, or add a new center.

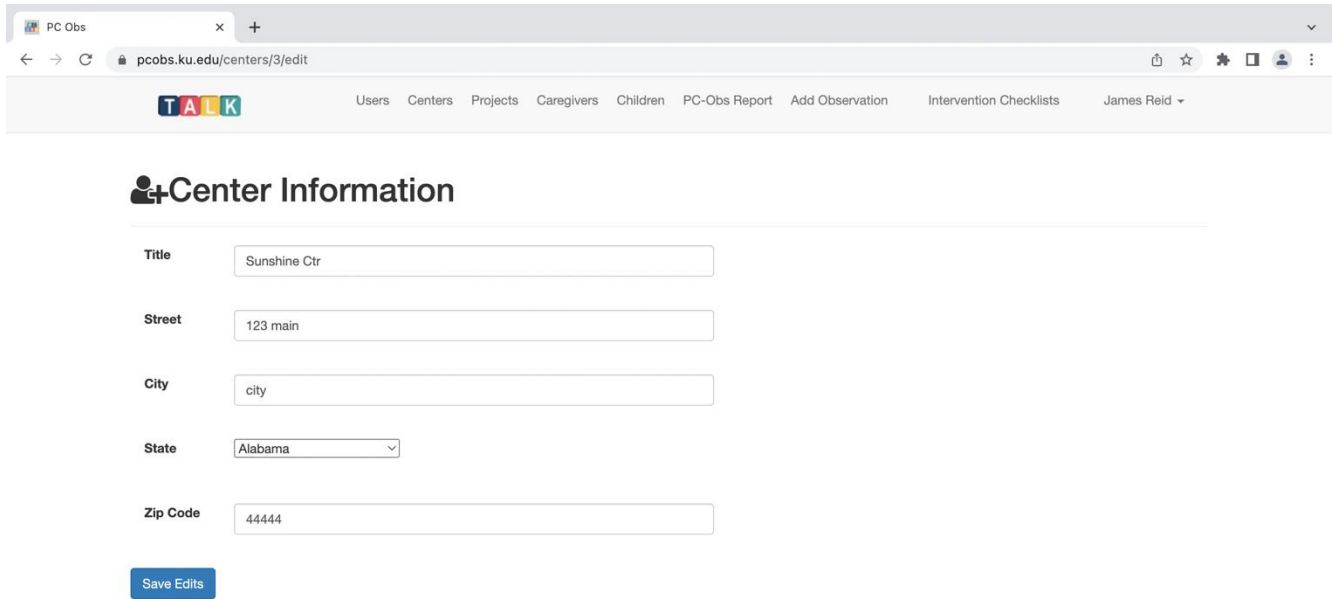


## Center Administration

Title	City/State
Flowchart Center	sss, AL
Flowchart Center 2	sdf, AL
JGP	Kansas City, KS
Juniper Test	Kansas City, KS
Sunshine Ctr	city, AL

To view or edit center information, click on the center name from your list of centers on the Center Administration page. Once you click on the center name, you will be directed to the

Center Information page where you can see the name of the center as well as the address (street, city, state, and zip code). From this page, you can edit the center name. To save your edits, click on the “*Save Edits*” button. Once your edits are saved, you will see “*Center successfully updated*” text highlighted in green appear at the top of your page.



The screenshot shows a web browser window with the URL `pcobs.ku.edu/centers/3/edit`. The page title is "TALK" and the user is logged in as "James Reid". The main heading is "Center Information" with a person icon. Below the heading is a form with the following fields:

- Title:** Text input field containing "Sunshine Ctr".
- Street:** Text input field containing "123 main".
- City:** Text input field containing "city".
- State:** Dropdown menu showing "Alabama".
- Zip Code:** Text input field containing "44444".

At the bottom of the form is a blue button labeled "Save Edits".

To add a center, click on the green “*Add Center*” button from the Center Administration page. Enter the title of your center in the blank “Title” box along with the address information.

Once you’ve entered the title and address of the center, click on the blue “*Add*” button to save your changes. Once your changes are saved, you will see “*Center successfully added*” text highlighted in green appear at the top of your page.



**Add Center**

Title: Shining Star Daycare

Street: 555 Shining Star Ave

City: Shining Star

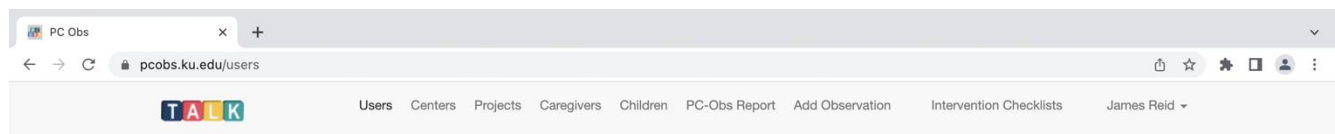
State: Alabama (selected)

Zip Code: [Empty]

Add

## How do I view, edit, or add Users?

To view, edit, or add Users, click on the “Users” button from the dashboard homepage. You can also click on the “Users” link at the top of page. From the User Administration page, you can view the list of users that you’ve already added, edit the names and email addresses of existing users, or add a new user.



## User Administration

Add User

Name	Email	Role	Certified Observer
James Reid	ProgramManager@example.com	Program Manager	No
John Red	Observer@example.com	Observer	No

To view or edit user information, click on the user’s name from your list of users on the User Administration page. Once you click on the user’s name, you are directed to the Edit User page where you can see the user’s first and last name, their email address, whether or not they are a PC-Obs certified observer, and projects and centers they are connected to in the system. From this page, you can edit the user’s first and last name, email address, and

certification status. To save your edits, click on the “*Save Edits*” button. You will see “*User successfully updated*” text highlighted in green appear at the top of your page.

PC Obs

pcoobs.ku.edu/users/2/edit

TALK

Users Centers Projects Caregivers Children PC-Obs Report Add Observation Intervention Checklists James Reid

### Edit User

First Name: James

Last Name: Reid

Email: ProgramManager@example.com

Certified:

Save Edits

### Projects

Title
Project Eagle
Project DX
Test Project
Flowchart
Little Steps

To add a user, click on the green “*Add User*” button from the User Administration page. You will be directed to the Add User page where you will need to enter the user’s first name, last name, email address, certification status, and user role.

## Add User

First Name: Amanda

Last Name: Ramirez

Email: aramirez@example.com

Certified:

User Role: Select User Role

Add

Enter the user’s PC-Obs observer certification status. If the user is certified, check the box. If they are not certified, leave the box unchecked.

## Add User

---

First Name	<input type="text" value="Amanda"/>
Last Name	<input type="text" value="Ramirez"/>
Email	<input type="text" value="aramirez@example.com"/>
Certified	<input checked="" type="checkbox"/>
User Role	<input type="text" value="Select User Role"/>

Select the user's role from the dropdown list: program manager or observer. Once you've added information in each of the fields (name, email, certification status, and user role), click the blue "Add" button to save your changes and add the user to the PC-Obs system. You will see "User successfully added" text highlighted in green appear at the top of your page.

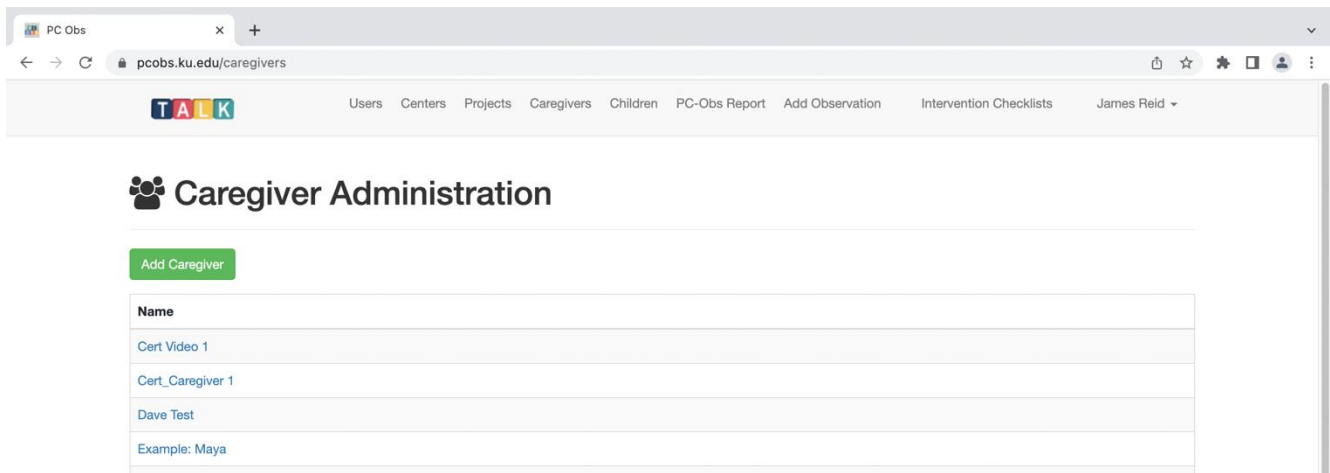
## Add User

---

First Name	<input type="text" value="Amanda"/>
Last Name	<input type="text" value="Ramirez"/>
Email	<input type="text" value="aramirez@example.com"/>
Certified	<input checked="" type="checkbox"/>
User Role	<input type="text" value="Select User Role"/> <input checked="" type="checkbox"/> Select User Role <input type="checkbox"/> Program Manager <input type="checkbox"/> Observer

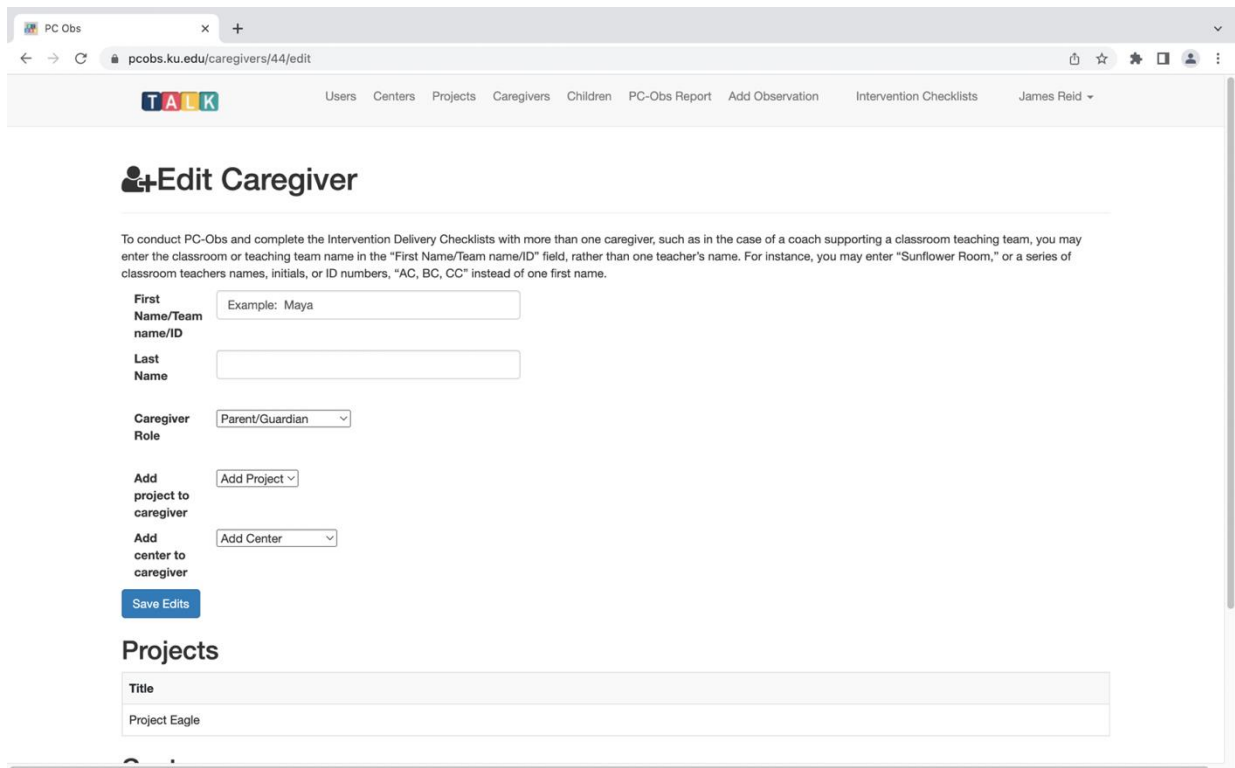
### How do I view, edit, or add Caregivers?

To view, edit, or add Caregivers, click on the "Caregivers" button from the dashboard homepage. You can also click on the "Caregivers" link at the top of page. From the Caregiver Administration page, you can view the list of caregivers that you've already added, edit the names, roles, and projects of existing caregivers, or add a new caregiver. If you need to delete Caregivers, contact the PC TALK team for assistance. Program Managers cannot delete Caregivers or Children from the data dashboard.



To view or edit user information, click on the caregiver’s name from your list of caregivers on the Caregiver Administration page. Once you click on the caregiver’s name, you will be directed to the Edit Caregiver page where you can see the caregiver’s first name/ID, last name, role, and any projects, centers, and children they are connected to in the PC-Obs system.

From this page, you can edit the caregiver’s first name/ID, last name and role (teacher or parent/guardian). You can also add projects to the caregiver’s account. To save your edits, click on the “Save Edits” button. You will see “*User successfully updated*” text highlighted in green appear at the top of your page.



To add a caregiver, click on the green “Add Caregiver” button from the Caregiver Administration page. You will be directed to the Add Caregiver page to enter the caregiver’s first name/ID, last name, and role (teacher or parent/guardian). You will also need to select the projects and centers that you want the caregiver assigned to in the PC-Obs system.

PC Obs

pcobs.ku.edu/caregivers/create

TALK

Users Centers Projects Caregivers Children PC-Obs Report Add Observation Intervention Checklists James Reid

## + Add Caregiver

To conduct PC-Obs and complete the Intervention Delivery Checklists with more than one caregiver, such as in the case of a coach supporting a classroom teaching team, you may enter the classroom or teaching team name in the "First Name/Team name/ID" field, rather than one teacher's name. For instance, you may enter "Sunflower Room," or a series of classroom teachers names, initials, or ID numbers, "AC, BC, CC" instead of one first name.

First Name/Team name/ID: 12-400

Last Name:

Caregiver Role: Select Caregiver Role

Projects: Select Project  
Flowchart  
Little Steps  
Project DX

Centers: Select Center  
Flowchart Center  
Flowchart Center 2  
JGP

Add

Enter caregiver first name/ID and last name. Select caregiver role (teacher or parent/guardian) from the dropdown list.

PC Obs

pcobs.ku.edu/caregivers/create

TALK

Users Centers Projects Caregivers Children PC-Obs Report Add Observation Intervention Checklists James Reid

## + Add Caregiver

To conduct PC-Obs and complete the Intervention Delivery Checklists with more than one caregiver, such as in the case of a coach supporting a classroom teaching team, you may enter the classroom or teaching team name in the "First Name/Team name/ID" field, rather than one teacher's name. For instance, you may enter "Sunflower Room," or a series of classroom teachers names, initials, or ID numbers, "AC, BC, CC" instead of one first name.

First Name/Team name/ID: 12-400

Last Name:

Caregiver Role:  Select Caregiver Role  
Teacher  
Parent/Guardian  
Teaching Team

Projects: Select Project  
Flowchart  
Little Steps  
Project DX

Centers: Select Center  
Flowchart Center  
Flowchart Center 2  
JGP

Add

Select any projects from the list that you want to the caregiver assigned to in the PC-Obs system. You can select multiple projects by holding the shift key and clicking on each project.

PC Obs

pcobs.ku.edu/caregivers/create

TALK

Users Centers Projects Caregivers Children PC-Obs Report Add Observation Intervention Checklists James Reid

## + Add Caregiver

To conduct PC-Obs and complete the Intervention Delivery Checklists with more than one caregiver, such as in the case of a coach supporting a classroom teaching team, you may enter the classroom or teaching team name in the "First Name/Team name/ID" field, rather than one teacher's name. For instance, you may enter "Sunflower Room," or a series of classroom teachers names, initials, or ID numbers, "AC, BC, CC" instead of one first name.

First Name/Team name/ID: 12-400

Last Name:

Caregiver Role: Teacher

Projects: Select Project  
Flowchart  
Little Steps  
Project DX

Centers: Select Center  
Flowchart Center  
Flowchart Center 2  
JGP

Add

Select any centers from the list that you want to the caregiver assigned to in the PC-Obs system. You can select multiple centers by holding the shift key and clicking on each center. Once you've added information in each of the fields (first name/ID, last name, role, projects, and centers), click the blue "Add" button to save your changes and add the caregiver to the PC-Obs system. You will see "Caregiver successfully added" text highlighted in green appear at the top of your page.

## How do I view, edit, or add Children?

To view, edit, or add Children, click on the “*Children*” button from the dashboard homepage. You can also click on the “*Children*” link at the top of page. From the Child Administration page, you can view the list of children that you’ve already added, edit the information of existing children, or add a new child. Program Managers cannot delete a child from a project. Contact the PC TALK team at Juniper Gardens Children’s Project for assistance.

To view or edit child information, click on the child’s name from your list of children on the Child Administration page. Once you click on the child’s name, you will be directed to the Edit Child page where you can see the child’s first name/ID, last name, birthdate, and any projects, centers, and caregivers they are connected to in the PC-Obs system. From this page, you can edit the child’s first name/ID, last name, and birthdate. You can also add caregivers and projects to the child’s account. To save your edits, click on the “*Save Edits*” button. You will see “*Child successfully updated*” text highlighted in green appear at the top of your page.

**Edit Child**

First Name/ID: Bill

Last Name: Chandler

Birthdate: 2020-01-05

Add caregiver from existing project: Add Caregiver

Projects: Select a Project, Project DX, Test Project, Flowchart

Save Edits

**Projects**

Title: Project Eagle

**Centers**

To add a child, click on the green “Add Child” button from the Child Administration page. You will be directed to the Add Child page where you will need to enter the child’s first name/ID, last name, and birthdate. You will also need to select the projects that you want the child assigned to in the PC-Obs system.

**Add Child**

First Name/ID: 12-444

Last Name:

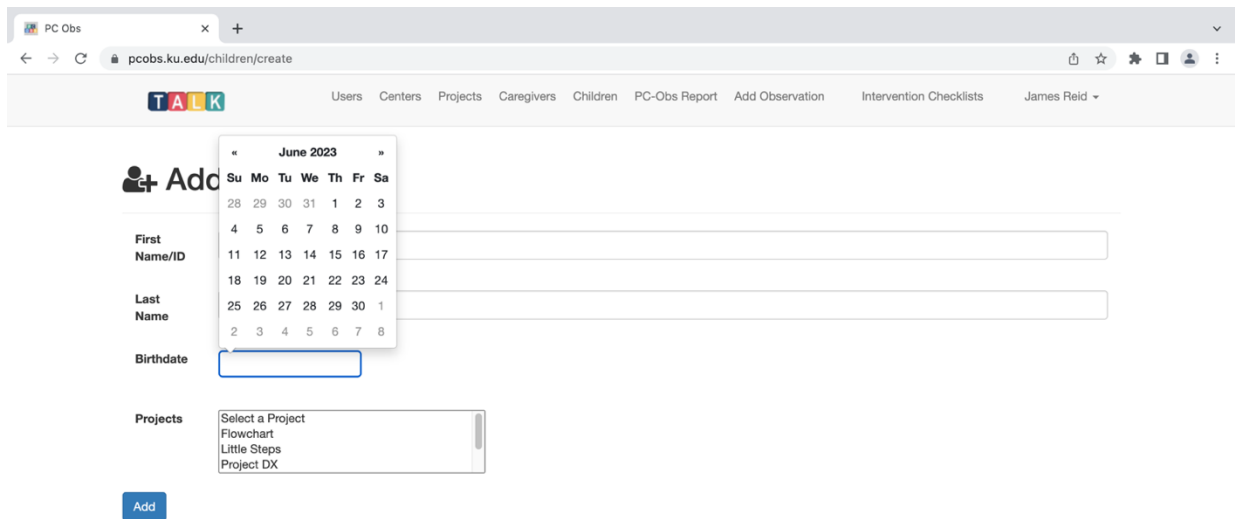
Birthdate:

Projects: Select a Project, Flowchart, Little Steps, Project DX

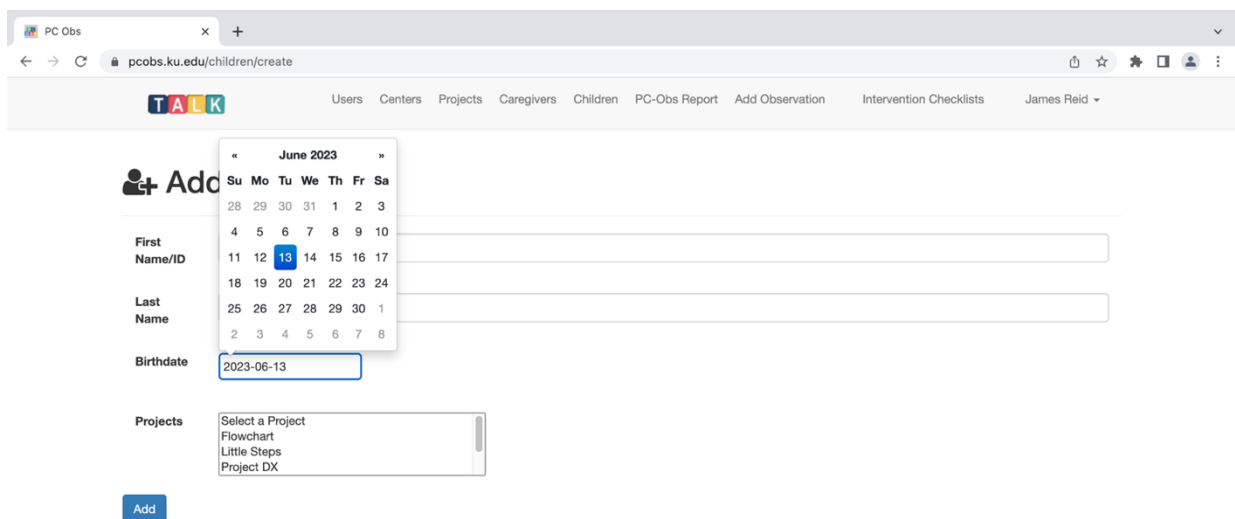
Add

Enter the child’s first name/ID and last name. Click on the blank text box next to “birthdate” to enter the child’s birthdate.

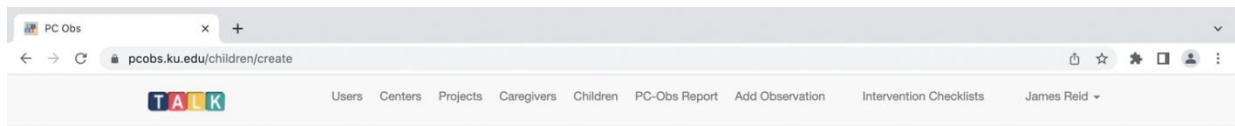




Use the pop-up calendar function to select the child’s birthdate. You can also manually enter the child’s birthdate using the YYYY-MM-DD format. For instance, if the child was born on January 17, 2020, you would enter 2020-01-17. We recommend using the pop-up calendar function to avoid birthdate entry errors.



Select any projects the list that you want the child assigned to in the PC-Obs system. You can select multiple projects by holding the shift key and clicking on each project.



## + Add Child

First Name/ID

Last Name

Birthdate

Projects   
Flowchart  
Little Steps  
Project DX

Caregivers   
Jess Bedi

Select any caregivers from the list that you want to the child assigned to in the PC-Obs system. You can select multiple caregivers by holding the shift key and clicking on each caregiver.



## + Add Child

First Name/ID

Last Name

Birthdate

Projects   
Flowchart  
Little Steps  
Project DX

Caregivers   
Jess Bedi

Centers   
Sunshine Ctr

Select any centers from the list that you want to the child assigned to in the PC-Obs system. You can select multiple centers by holding the shift key and clicking on each center. Once you've added information in each of the fields (first name/ID, last name, birthdate, projects, caregivers, and centers), click the blue "Add" button to save your changes and add the child

to the PC-Obs system. You will see “*Child successfully added*” text highlighted in green appear at the top of your page.

**TALK** Users Centers Projects Caregivers Children PC-Obs Report Add Observation Intervention Checklists James Reid

## + Add Child

**First Name/ID**

**Last Name**

**Birthdate**

**Projects**   
Flowchart  
**Little Steps**  
Project DX

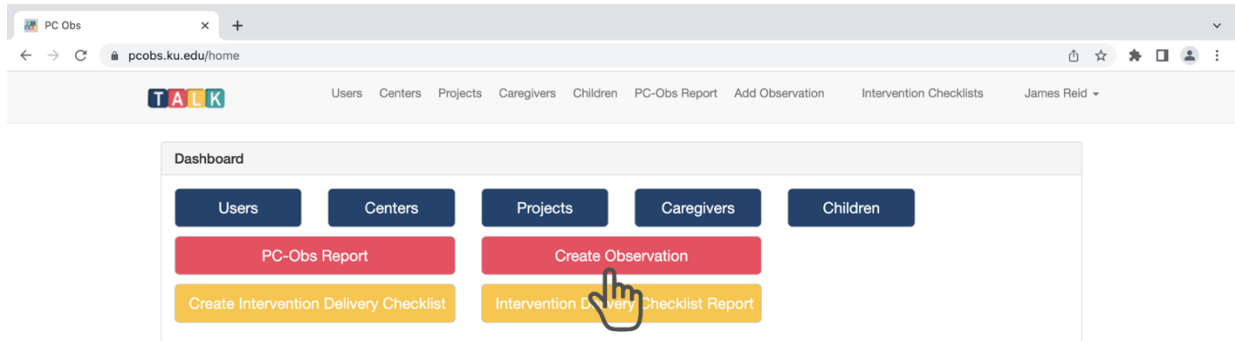
**Caregivers**   
Jess Bedi

**Centers**   
Sunshine Ctr

## PC-Obs Dashboard Instructions for Observers

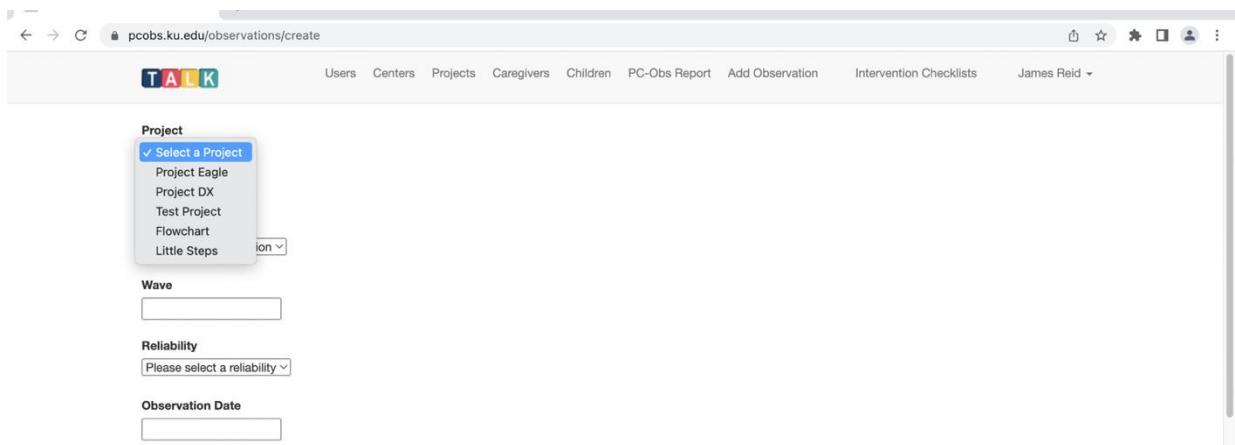
### How do I add an observation (from the paper form)?

To add an observation, click on the “*Create Observation*” button from the dashboard homepage. You can also click on the “*Add Observation*” link at the top of the page to add an observation.

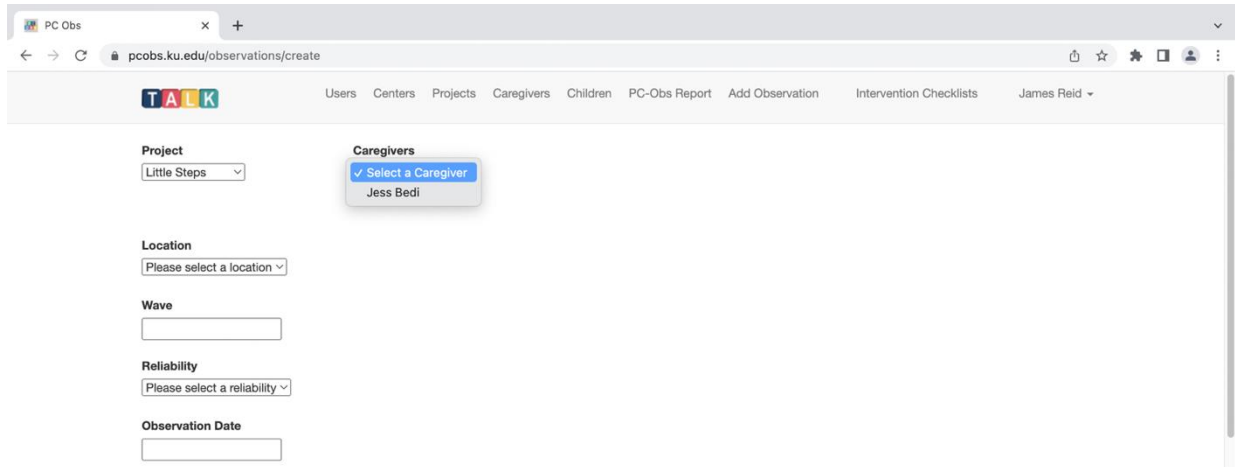


Note: If are viewing an observation report or have just entered an observation from paper form, you will always find the “*Add Observation*” link at the top of any page you are viewing in the dashboard. You can click on it to add another observation.

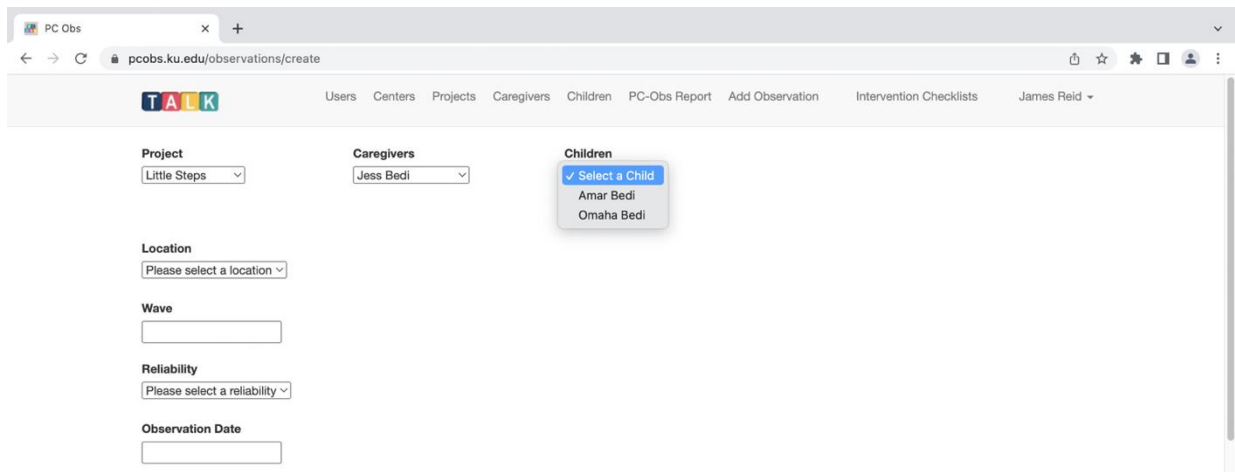
Select the project from the **Projects** dropdown menu.



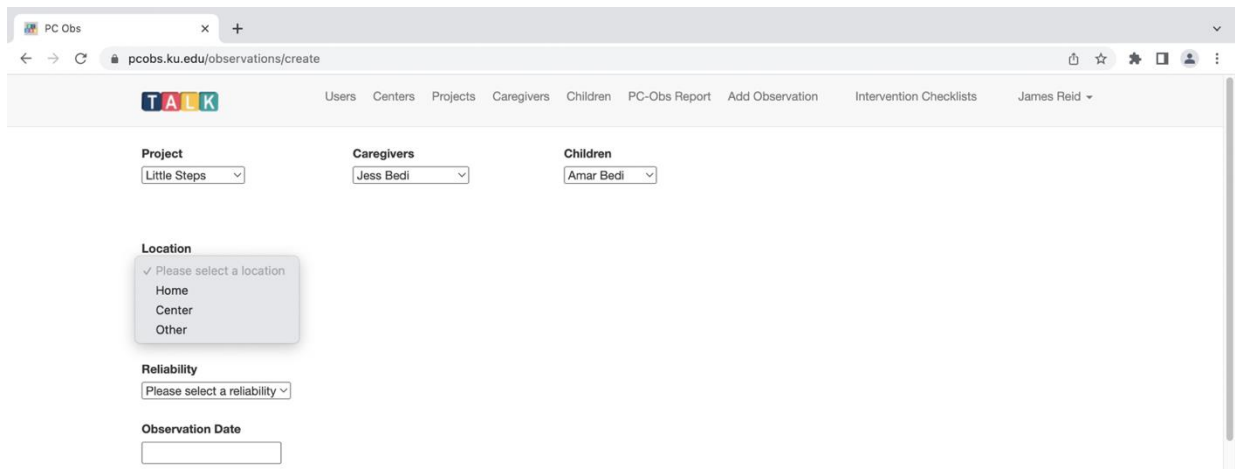
Select the caregiver that you observed from the **Caregivers** dropdown menu.



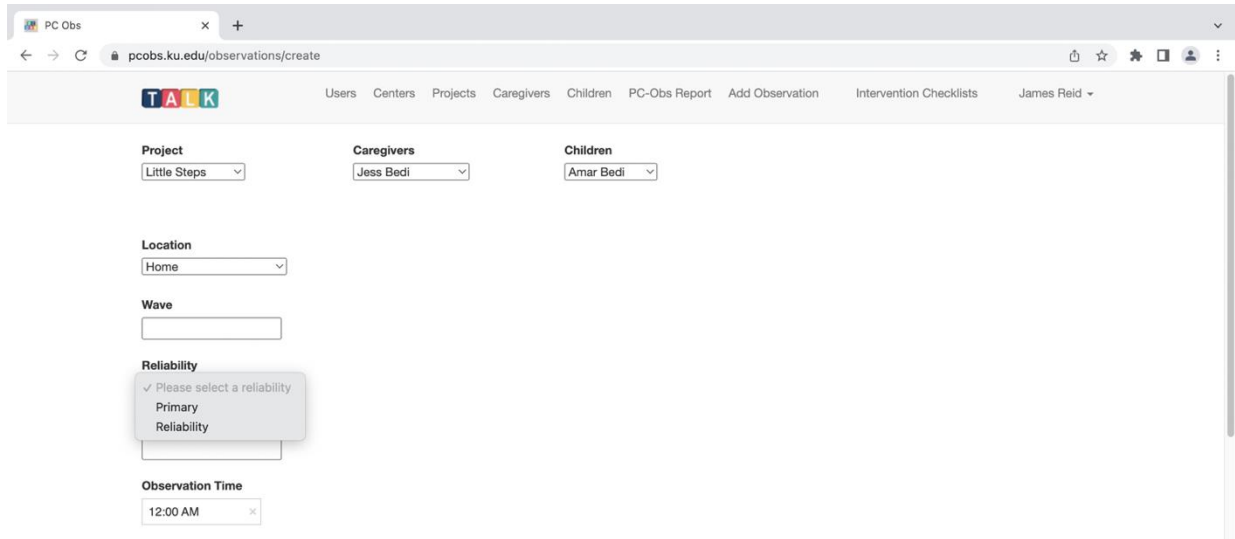
Select the child that you observed from the **Children** dropdown menu.



Select the location where the observation occurred from the **Location** dropdown menu of options: home, center, or other. If you choose Other as a location, be sure to include a brief description of the location in the Notes section at the bottom of the page.

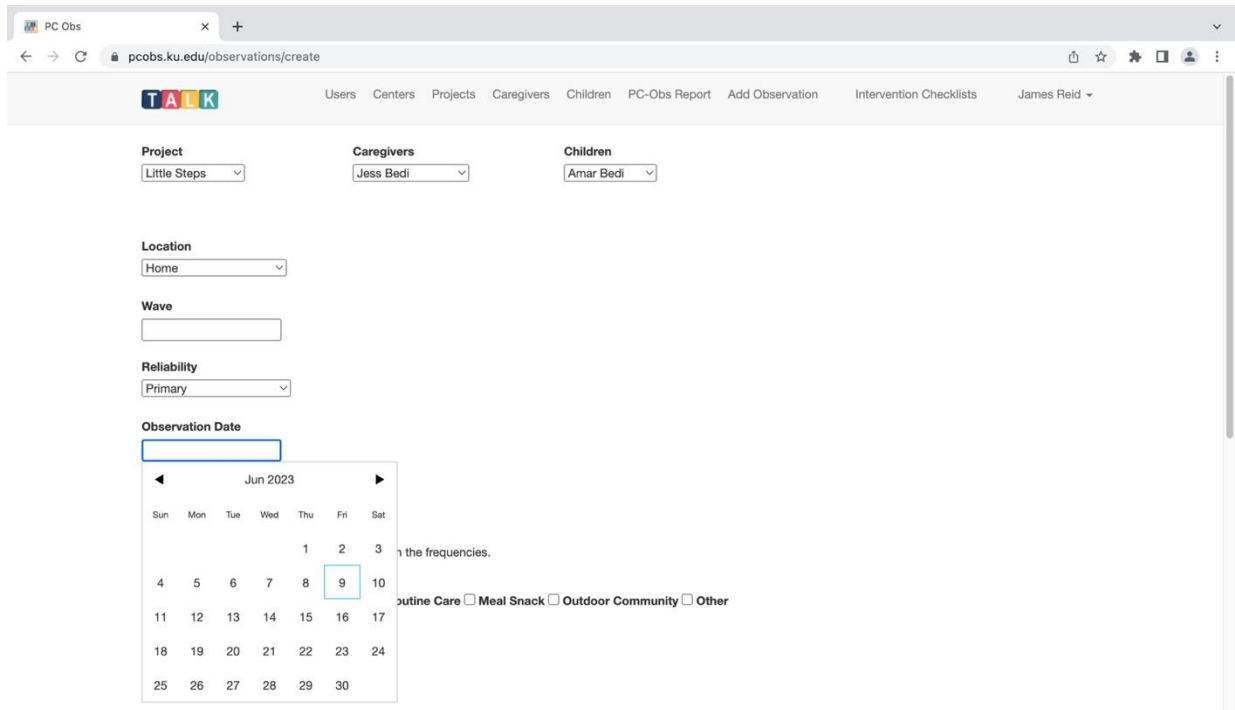


Enter the wave that the child is assigned to (if applicable) in the blank **Wave** box and select a reliability option from the **Reliability** dropdown menu. For reliability options, you will need to select if the observation was conducted by the primary or reliability observer.



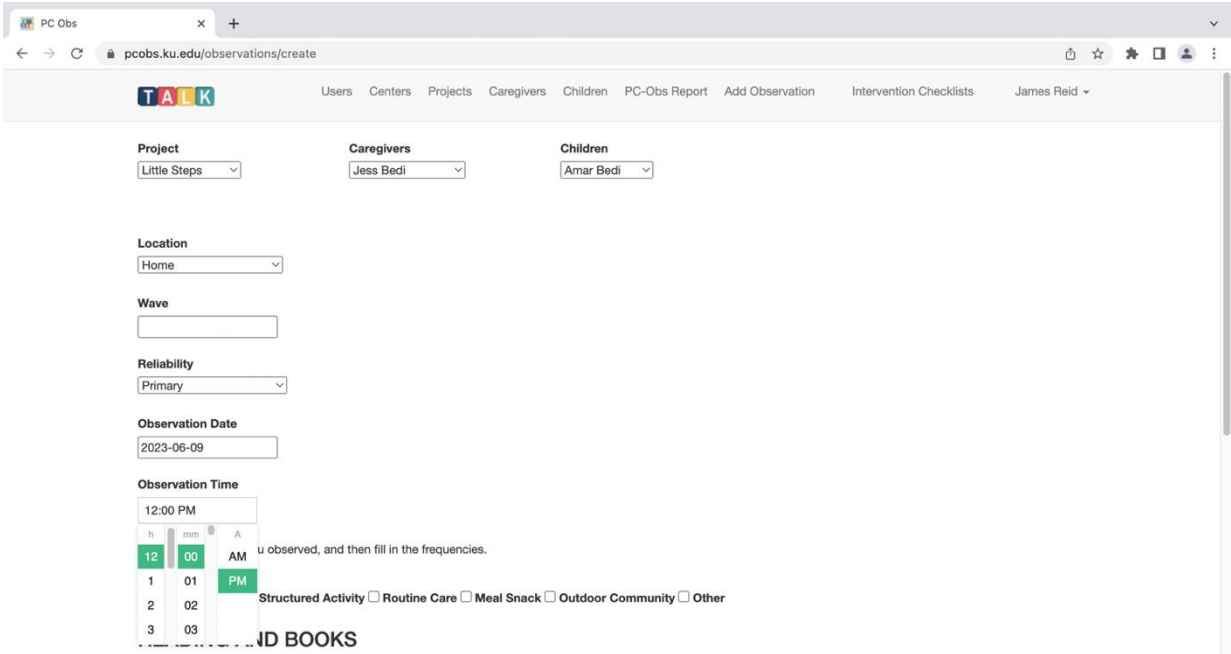
The screenshot shows the 'PC Obs' form in a web browser. The form includes several dropdown menus: 'Project' (Little Steps), 'Caregivers' (Jess Bedi), and 'Children' (Amar Bedi). Below these are 'Location' (Home) and 'Wave' (empty). The 'Reliability' dropdown menu is open, showing options: 'Please select a reliability', 'Primary', and 'Reliability'. Below the menu is the 'Observation Time' field, which is set to '12:00 AM'.

Enter the **Observation Date** by using the dropdown calendar function. You will not be able to manually enter or type the date and must select the date through the calendar dropdown.

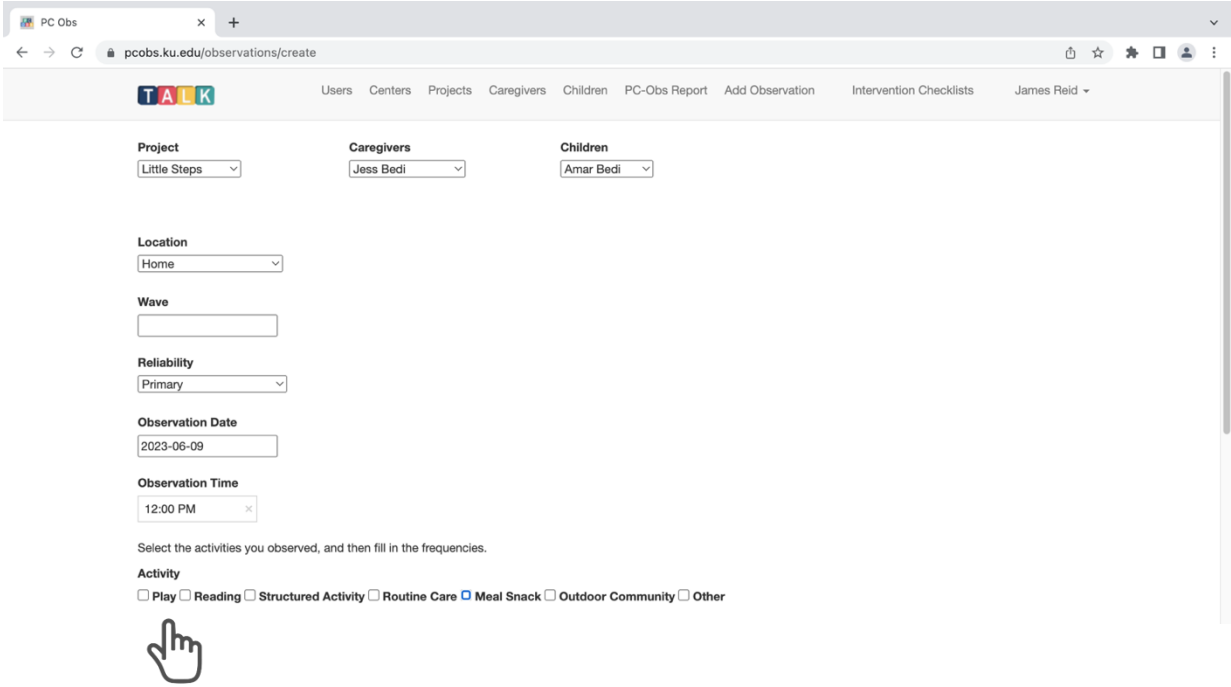


The screenshot shows the 'PC Obs' form with the 'Observation Date' dropdown menu open. The calendar shows the month of June 2023. The date '9' is selected. Below the calendar, there are radio button options: 'Routine Care', 'Meal Snack', 'Outdoor Community', and 'Other'. The 'Reliability' dropdown menu is now set to 'Primary'.

Enter the **Observation Time** (hours, minutes, am or pm) from the dropdown clock function. You will not be able to manually enter or type the time and must select the time through the clock dropdown.



Select the activities you observed by checking each applicable **Activity** box from the options provided: play, reading, structured activity, routine care, meal snack, outdoor community, and other.



After you select your activities, blank boxes will appear to enter the duration of each activity, as well as the frequency (or counts) of each adult strategy, other adult talk, and child communication.

Enter the duration of the observation (in minutes and seconds) for the first activity you checked. For instance, if Meal Snack was the only activity that you selected from the list, then Meal Snack will be the only activity that appears for data entry.

Enter the frequency counts for each adult strategy, other adult talk, and child communication. Each blank is auto-filled with a zero. You must manually enter a number in each box, even if that number is zero, in order to post the observation.

The screenshot shows a web browser window with the URL [pcobs.ku.edu/observations/create](http://pcobs.ku.edu/observations/create). The page contains a form for creating an observation. At the top, it says "Select the activities you observed, and then fill in the frequencies." Under the "Activity" section, there are checkboxes for "Play", "Reading", "Structured Activity", "Routine Care", "Meal Snack" (which is checked), "Outdoor Community", and "Other". Below this, the "Meal Snack" section is expanded, showing two input boxes for "Minutes" and "Seconds", both containing the number "0". The "Adult Strategies" section has eight input boxes, all containing "0": "Comments and labels", "Imitate and expand on utterances", "Asks open-ended questions", "Asks Yes/No questions", "Provides opportunities for choices", "Gives praise and positive attention", and "Asks time-delay/fill-in-the-blank questions". The "Other Adult Talk" section has four input boxes, all containing "0": "Talk to Other Adult", "Talk to Other Children", "Gives directions or instructions", and "Uses disapproval or prohibitions". The "Child Communication" section has four input boxes, all containing "0": "Gestures", "Vocalizations", "Words", and "Multiwords".

If more than one activity occurred during your observation, select each activity that you observed from the list of options by checking each box next to the corresponding activity (Play, Reading, Structured Activity, Routine Care, Meal Snack, Outdoor Community, and Other). After you select your activities, blank boxes will appear to enter the duration of each activity, as well as the frequency (or counts) of each adult strategy, other adult talk, and child communication. In the example below, play and meal snack were selected.



Activity

Play  Reading  Structured Activity  Routine Care  Meal Snack  Outdoor Community  Other

**Play**

Minutes:  Seconds:

**Adult Strategies**

Comments and labels:  Imitate and expand on utterances:  Asks open-ended questions:  Asks Yes/No questions:

Provides opportunities for choices:  Gives praise and positive attention:  Asks time-delay/fill-in-the-blank questions:

**Other Adult Talk**

Talk to Other Adult:  Talk to Other Children:  Gives directions or instructions:  Uses disapproval or prohibitions:

**Child Communication**

Gestures:  Vocalizations:  Words:  Multiwords:

**Meal Snack**

Minutes:  Seconds:

**Adult Strategies**

Comments and labels:  Imitate and expand on utterances:  Asks open-ended questions:  Asks Yes/No questions:

*Note: The dashboard data entry process (to enter data from the paper form) is formatted in a similar manner to how data is collected in the PC-Obs app. In the PC-Obs app, the duration of each activity and the frequency of each adult and child behavior within those activities are collected. However, the PC-Obs graphs and data tables only display the frequency of each adult and child behavior for the total observation. The duration for each activity is displayed on a pie chart. **Due to the way data entry is formatted on the dashboard, you will be asked for the duration of each activity as well as the frequency of adult and child behaviors that occur within those activities.***

For observations that occur over multiple activities (i.e., an observation that occurred during play and reading), enter the duration for each activity observed. Enter the frequency of each behavior under the first activity observed (i.e., play). That is, if play was one of the activities observed, you can enter the frequency of all behaviors for the total observation under play.

After you enter information for each activity observed (duration and frequency of each adult and child behavior), answer each environment question and enter any notes that are applicable. For instance, if you selected Other for any location or activity that you observed, you can record or describe the location or activity in the notes box. You can also add any details that are relevant to the observation such as if the child fell asleep or if there were several siblings that required the parent's attention.

Once you have entered all of the relevant information, click on the "Post Observation" button (in blue) to save the observation in the dashboard.

### READING AND BOOKS

Children's books are accessible

Yes  No  N/A

Adult looked at books with child

Yes  No

Child looked at books alone or only with children

Yes  No  N/A

### MATERIALS AND PHYSICAL ENVIRONMENT

Room and materials arranged to facilitate social interaction

Yes  No

Child able to access a variety of toys and materials

Yes  No

### SOCIAL ENVIRONMENT

Adult facilitates social interactions and/or cooperative play

Yes  No

Electronic devices are primarily used in a manner that facilitates social interaction

Yes  No  N/A

Competing activities are minimal

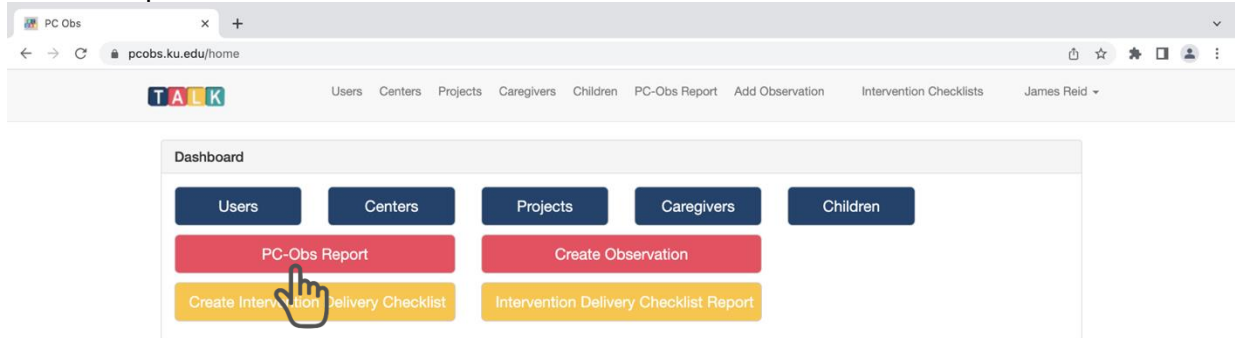
Yes  No

Notes

Post Observation

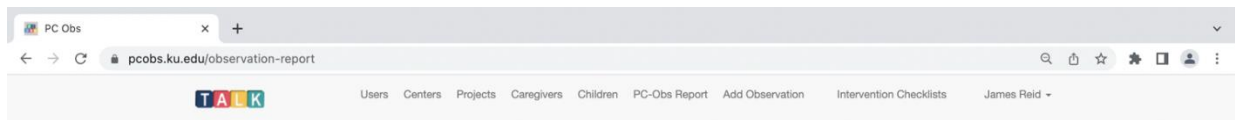
## How do I view an observation report?

To view an observation report, click on the “*Observation Report*” button from the dashboard homepage. You can also click on the “*Observation Report*” link at the top of the page to view the observation report.



Note: If are already viewing an observation report or have just entered an observation from paper form, you will always find the “*Observation Report*” link at the top of any page you are viewing in the dashboard. You can click on it to view an observation report.

Select a project from the **Projects** dropdown menu.



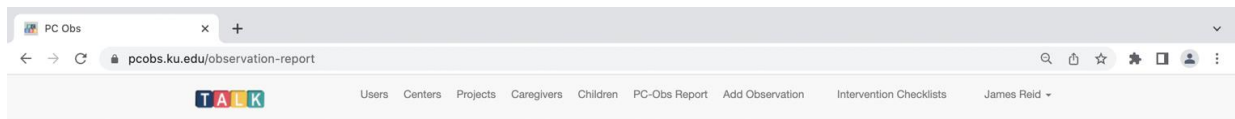
## Reports

Download PDF

Project

- Select a Project
- Project Eagle
- Project DX
- Test Project
- Flowchart
- Little Steps

Select a caregiver from the **Caregivers** dropdown menu.



## Reports

Download PDF

Project

Little Steps

Caregivers

- Select a Caregiver
- Jess Bedi

Select a child from the **Children** dropdown menu.



## Reports

Download PDF

Project

Little Steps

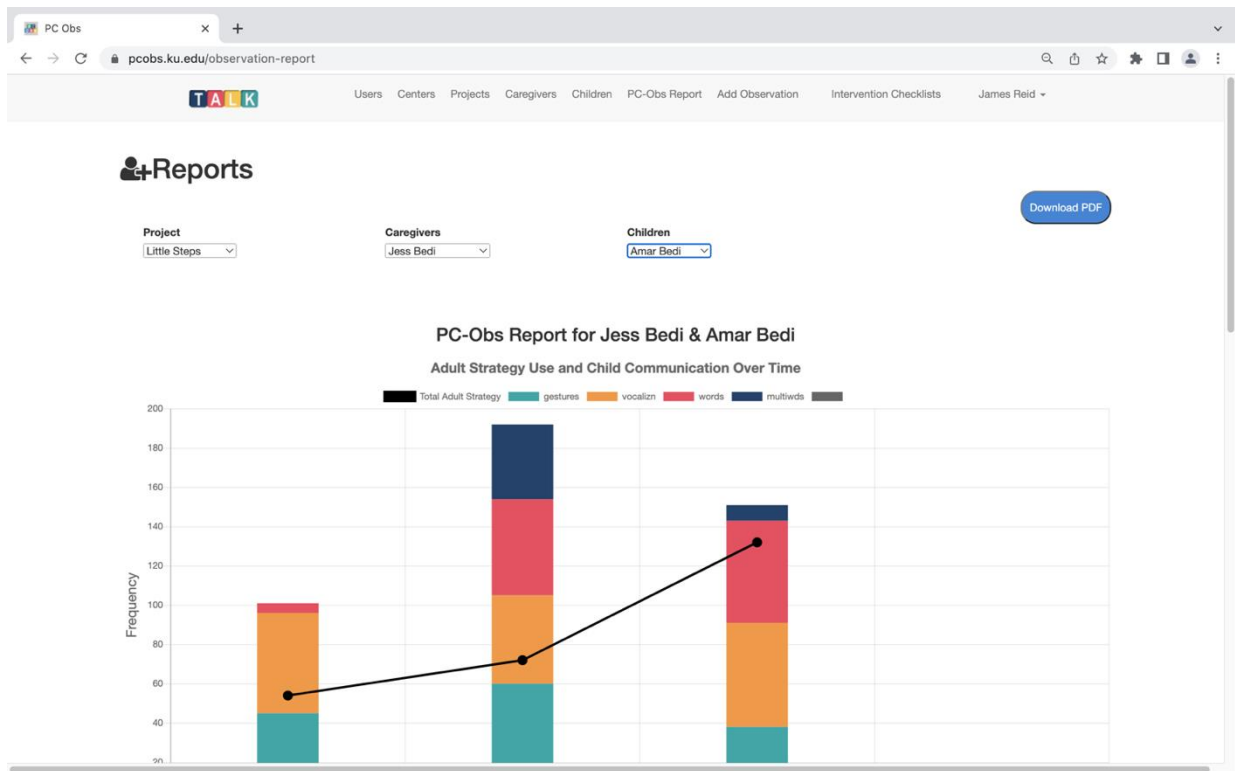
Caregivers

Jess Bedi

Children

- Select a Child
- Amar Bedi
- Omaha Bedi

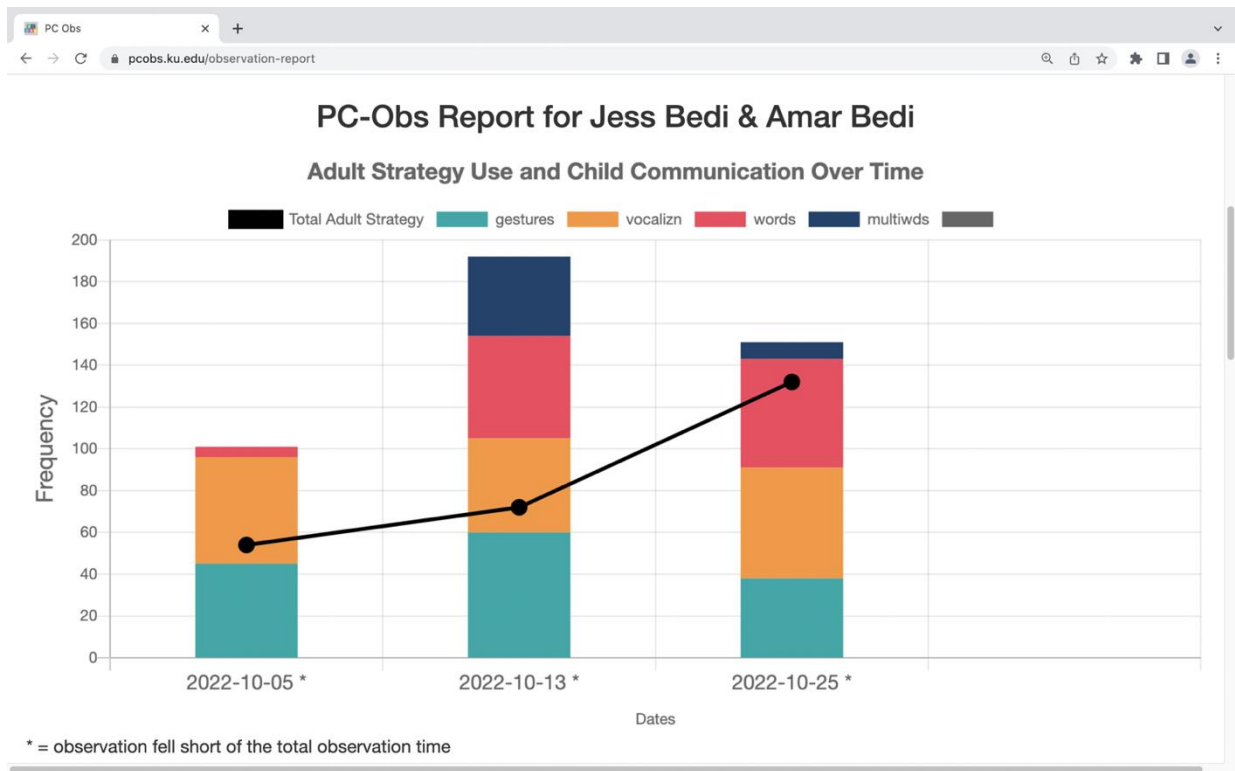
After you select a child from the dropdown menu, the child's observation report will populate below. Click the blue "Download PDF" button in order to download a PDF version of the entire report.



You will be able to view a chart of the child and caregiver progress by date.

On the chart, the vertical axis shows the frequency of child communication and adult strategies; the horizontal axis shows observation dates. Child communication is represented by the colored bars; caregiver strategies are represented by the black dotted line.

All caregiver strategies are combined into one data point per observation, whereas child communication is divided by gestures (in green), vocalizations (in yellow), words (in red), and multi-words (in dark blue).



Below the adult and child progress chart, you can view a table that shows the date and duration of each observation; the observer; and the frequency counts for each adult strategy, other adult talk, and child communication.

Date	2022-10-05	2022-10-13	2022-10-25
Observer	James Reid	James Reid	James Reid
Total time spent on observation	00:15:00	00:15:00	00:15:00
<b>ADULT STRATEGIES</b>			
Comments and labels	23	25	47
Imitate and expand on utterances	15	18	24
Asks open-ended questions	2	4	16
Asks Yes/No questions	7	12	25
Gives praise and positive attention	4	8	9
Provides opportunities for choices	1	3	7
Asks time-delay/fill-in-the-blank questions	2	2	4
<b>Total Adult Strategies</b>	<b>54</b>	<b>72</b>	<b>132</b>
<b>OTHER ADULT TALK</b>			
Talk to Other Adult	0	1	3
Talk to Other Children	0	0	1
Gives directions or instructions	0	3	2
Uses disapproval or prohibitions	0	0	1
<b>CHILD COMMUNICATION</b>			
Gestures	45	60	38
Vocalizations	51	45	53
Words	5	49	52
Multiwords	0	38	8

Below the table of adult and child behavior, you can view environment data for each observation date.

**Environment Data**

Date	2022-01-05	2022-02-09	2022-03-10
Observer	James Reid	James Reid	James Reid
Children's books are accessible	Yes	Yes	Yes
Adult looked at books with child	Yes	Yes	Yes
Child looked at books alone or only with children	Yes	Yes	Yes
Adult facilitates social interactions and/or cooperative play	Yes	Yes	Yes
Electronic devices are primarily used in a manner that facilitates social interaction	N/A	N/A	N/A
Competing activities are minimal	Yes	Yes	Yes
Room and materials arranged to facilitate social interaction	Yes	Yes	Yes
Child able to access a variety of toys and materials	Yes	Yes	Yes

Observation Date

To view a breakdown of activities that were observed in each observation, select an observation date from the **Observation Date** dropdown menu.

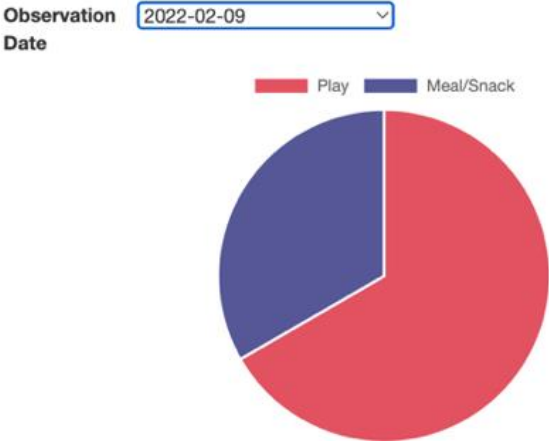
**Environment Data**

Date	2022-01-05	2022-02-09	2022-03-10
Observer	James Reid	James Reid	James Reid
Children's books are accessible	Yes	Yes	Yes
Adult looked at books with child	Yes	Yes	Yes
Child looked at books alone or only with children	Yes	Yes	Yes
Adult facilitates social interactions and/or cooperative play	Yes	Yes	Yes
Electronic devices are primarily used in a manner that facilitates social interaction	N/A	N/A	N/A
Competing activities are minimal	Yes	Yes	Yes
Room and materials arranged to facilitate social interaction	Yes	Yes	Yes
Child able to access a variety of toys and materials	Yes	Yes	Yes

Observation Date

- 2022-03-10
- 2022-02-09
- 2022-01-05

Once you select an observation date, you will see a pie chart that shows the percentage of time in which the adult and child engaged in each activity over the entire observation. For instance, in the chart below, the child was observed during play, structured activity, and meal snack. Of those 3 activities, most of the observation occurred during a structured activity. You can hover over each colored area of the pie chart to see the percentage and duration. In this example, the structured activity was 66.67% of the observation and 10 minutes in duration.



# Appendix



## **Appendix A: Promoting Communication Observation System Data Sheet**

The following data sheets (a blank copy and a completed example) are provided as a back-up, for when collecting data using the PC-Obs app is not possible. Please refer to pages 36-41 of this manual for instructions on how to enter observational data into the PC-Obs dashboard from a paper form.

The dashboard data entry process (to enter data from the paper form) is formatted in a similar manner to how data is collected in the PC-Obs app. In the PC-Obs app, the duration of each activity and the frequency of each adult and child behavior within those activities are collected. However, the PC-Obs graphs and data tables only display the frequency of each adult and child behavior for the total observation. The duration for each activity is displayed on a pie chart. Due to the way data entry is formatted on the dashboard, you will be asked for the duration of each activity as well as the frequency of adult and child behaviors that occur within those activities when you enter data from your paper sheet.

### Promoting Communication System Data Sheet (Paper Form)

Observer Name/ID:	Project: Center: Wave:	Caregiver ID:	Child ID:	Location: Home Center Other	Date: <hr/> Start Time:	Obs. Type: Primary Reliability	Activity (Duration in minutes): <input type="checkbox"/> Play (____ min) <input type="checkbox"/> Reading (____ min) <input type="checkbox"/> Structured (____ min) <input type="checkbox"/> Routine Care (____ min) <input type="checkbox"/> Meal Snack (____ min) <input type="checkbox"/> Outdoor/Community (____ min) <input type="checkbox"/> Other (____ min)	Entered data into dashboard? <input type="checkbox"/> Yes
<b>ADULT STRATEGIES</b>		<b>Adult Frequency</b> (Make tally marks for each behavior observed; once a new activity starts, draw a large slash to start frequency tallies for the new activity).						<b>Total</b>
Comments and labels								
Imitate and expand on utterances								
Asks open-ended questions								
Asks Yes/No Questions								
Provides opportunities for choices								
Gives praise and positive attention								
Asks time-delay/fill-in-the-blank questions								
Talk to Other Adult								
Talk to Other Children								
Gives directions and instructions								
Uses disapproval or prohibitions								
<b>CHILD COMMUNICATION</b>		<b>Child Frequency</b> (Make tally marks for each behavior observed; once a new activity starts, draw a large slash to start frequency tallies for the new activity).						<b>Total</b>
Gestures								
Vocalizations								
Words								
Multiwords								

--	--	--

Promoting Communication System Data Sheet (Paper Form)

<b>READING AND BOOKS</b>		
Children's books are accessible.	<input type="radio"/> Yes	<input type="radio"/> No
Adult looked at books with child.	<input type="radio"/> Yes	<input type="radio"/> No
Child looked at books alone or only with children.	<input type="radio"/> Yes	<input type="radio"/> No

<b>MATERIALS AND PHYSICAL ENVIRONMENT</b>		
Room and materials arranged to facilitate social interaction.	<input type="radio"/> Yes	<input type="radio"/> No
Child able to access a variety of toys and materials.	<input type="radio"/> Yes	<input type="radio"/> No

<b>SOCIAL ENVIRONMENT</b>		
Adult facilitates social interactions and/or cooperative play.	<input type="radio"/> Yes	<input type="radio"/> No
Electronic devices are primarily used in a manner that facilitates social interaction.	<input type="radio"/> Yes	<input type="radio"/> No
Competing activities are minimal.	<input type="radio"/> Yes	<input type="radio"/> No

NOTES:
--------

Promoting Communication System Data Sheet (Paper Form)

Observer Name/ID: <b>Susie</b>	Project: <b>ECC</b> Center: Wave: /	Caregiver ID: <b>1004</b>	Child ID: <b>4-02</b>	Location: <b>Home</b> Center Other	Date: <b>8.10.23</b> Start Time: <b>11:30a</b>	Obs. Type: <b>Primary</b> Reliability	Activity (Duration in minutes): <input type="checkbox"/> Play (___ min) <input checked="" type="checkbox"/> Reading ( <b>5</b> min) <input type="checkbox"/> Structured (___ min) <input type="checkbox"/> Routine Care (___ min) <input checked="" type="checkbox"/> Meal Snack ( <b>10</b> min) <input type="checkbox"/> Outdoor/Community (___ min) <input type="checkbox"/> Other (___ min)	Entered data into dashboard? <input checked="" type="checkbox"/> Yes	
<b>ADULT STRATEGIES</b>		<b>Adult Frequency</b> (Make tally marks for each behavior observed; once a new activity starts, draw a large slash to start frequency tallies for the new activity).						<b>Total</b>	
Comments and labels	### ##	### ##	### ##	### ##	### ##	### ##	### ##	42 meal 23 read	65
Imitate and expand on utterances	###	###	###	###	###	###	###	7 meal 13 read	20
Asks open-ended questions	###	###	###	###	###	###	###	8 meal 9 read	17
Asks Yes/No Questions	###	###	###	###	###	###	###	4 meal	4
Provides opportunities for choices	###	###	###	###	###	###	###	3 meal	3
Gives praise and positive attention	###	###	###	###	###	###	###	2 meal 1 read	3
Asks time-delay/fill-in-the-blank questions	###	###	###	###	###	###	###	1 meal	1
Talk to Other Adult								0	
Talk to Other Children								0	
Gives directions and instructions	###	###	###	###	###	###	###	3 meal 5 reading	8
Uses disapproval or prohibitions								0	
<b>CHILD COMMUNICATION</b>		<b>Child Frequency</b> (Make tally marks for each behavior observed; once a new activity starts, draw a large slash to start frequency tallies for the new activity).						<b>Total</b>	
Gestures	###	###	###	###	###	###	###	5 meal 13 reading	18
Vocalizations	###	###	###	###	###	###	###	3 meal 4 reading	7
Words								0	
Multiwords								0	

©2015 Juniper Gardens Children's Project

Promoting Communication System Data Sheet (Paper Form)

<b>READING AND BOOKS</b>		
Children's books are accessible.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Adult looked at books with child.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Child looked at books alone or only with children.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

<b>MATERIALS AND PHYSICAL ENVIRONMENT</b>		
Room and materials arranged to facilitate social interaction.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Child able to access a variety of toys and materials.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

<b>SOCIAL ENVIRONMENT</b>		
Adult facilitates social interactions and/or cooperative play.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Electronic devices are primarily used in a manner that facilitates social interaction.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
Competing activities are minimal.	<input checked="" type="radio"/> Yes	<input type="radio"/> No

NOTES:

Child took nap afterwards - seemed sleepy during observation and not very "talkative"

## **Appendix B: Promoting Communication Observational System Log**

The following log may be used to keep a log of observations, for observation planning, to track observation completion, and track interobserver reliability.



### **Appendix C: Observation Table for Certification**

The following data sheet is used in practice scoring and scoring to obtain PC-Obs certification.



### Observation Table for Certification

Video/Observation Name: \_\_\_\_\_ Date Coded: \_\_\_\_\_ Coder: \_\_\_\_\_

Comment	Imitate	OpenQ	YesNoQ	Praise	Choice	TimeD	Tik2Adult	Tik2OthCh	Directn	Disappv	Gesture	Vocalizn	Words	Multiwds

Video/Observation Name: \_\_\_\_\_ Date Coded: \_\_\_\_\_ Coder: \_\_\_\_\_

Comment	Imitate	OpenQ	YesNoQ	Praise	Choice	TimeD	Tik2Adult	Tik2OthCh	Directn	Disappv	Gesture	Vocalizn	Words	Multiwds

Video/Observation Name: \_\_\_\_\_ Date Coded: \_\_\_\_\_ Coder: \_\_\_\_\_

Comment	Imitate	OpenQ	YesNoQ	Praise	Choice	TimeD	Tik2Adult	Tik2OthCh	Directn	Disappv	Gesture	Vocalizn	Words	Multiwds

Video/Observation Name: \_\_\_\_\_ Date Coded: \_\_\_\_\_ Coder: \_\_\_\_\_

Comment	Imitate	OpenQ	YesNoQ	Praise	Choice	TimeD	Tik2Adult	Tik2OthCh	Directn	Disappv	Gesture	Vocalizn	Words	Multiwds

Video/Observation Name: \_\_\_\_\_ Date Coded: \_\_\_\_\_ Coder: \_\_\_\_\_

Comment	Imitate	OpenQ	YesNoQ	Praise	Choice	TimeD	Tik2Adult	Tik2OthCh	Directn	Disappv	Gesture	Vocalizn	Words	Multiwds

**Appendix D: Sample Log for PC Observation Database Tutorial**

Sample Log for PC Observation Database Tutorial

Date	Time	Child ID	Caregiver IDs	Observer ID	Wave	Reliability	Changes	Uploaded
2/16/16	10:33	217	214, 215	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/16/16	10:50	219	214, 215	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Delete Child Single Word	<input type="checkbox"/> Complete
2/16/16	11:07	220	214, 215	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/17/16	9:17	215	210, 211	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/17/16	9:35	213	210, 211	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Delete observation – will take again	<input type="checkbox"/> Complete
2/17/16	9:51	216	210, 211, 212	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/17/16	10:08	214	210, 211, 212	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/18/16	9:15	201	202, 203	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/18/16	9:40	261	231, 232	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/19/16	9:07	203	201, 203	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Too short - deleted	<input type="checkbox"/> Complete
2/19/16	9:24	204	201, 203	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/19/16	10:58	226	219, 220	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/19/16	11:15	225	219, 221	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/19/16	11:31	227	219	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/22/16	9:12	228	221	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete
2/22/16	9:32	262	231, 232	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Caregiver3 ID is listed as "1" - delete	<input type="checkbox"/> Complete
2/22/16	10:00	263	231, 232	1	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		<input type="checkbox"/> Complete

## **Appendix E: Caregiver Video Recording Steps for Remote Observations**

The following handout can be shared with caregivers to help them prepare for remote observations. The PC TALK team has successfully used Zoom to record observations remotely. Caregivers will need a device that can connect to Zoom and must be able to place the device in a spot to record that is not distracting. Most caregivers prefer to use their phone; we found it helpful to give caregivers small tripods to help with positioning of their phone for recording.



# Caregiver Video Recording Steps

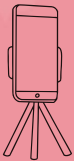
---



1. Find a comfortable location for 15 min parent- child interaction



2. If possible, make sure that you turn off the television or music to reduce the background noise.



3. Position your camera vertically on your tripod so that both you and your child are in the frame



4. Join the Zoom call by clicking the link in your email or text messages and entering the password



5. PC TALK contact will begin the recording and notify you after the 15 min recording has ended



6. The recording file will be saved on the research team computer