

NCAST PROGRAMS

Parent-Child Interaction (PCI) Feeding and Teaching Scale Objectives

Introduction to PCI Feeding and Teaching Scales

1. Identify knowledge of the literature and empirical work supporting the significance of parent-child interaction.
2. Describe the basic elements in the Barnard Model of Caregiver/Child Interaction.
3. Identify the elements contained in the NCAST Feeding and Teaching scales: positioning, contingency, sensitivity, engagement/disengagement cues, and responsiveness.
4. Describe the basic structure of learning the NCAST Feeding and Teaching scales and how to attain reliability.

Infant Cues

1. Describe the concept of non-verbal communication cues.
2. Identify engagement and disengagement cues of infants.
3. Identify potent disengagement cues from video episodes.

Feeding Scale-Caregiver Subscales

1. Describe the caregiver behaviors that contribute to the interaction.
2. Identify the presence or absence of a caregiver's behavior when rating the caregiver subscales during a feeding.
3. Discuss differences between your answers and the instructors.
4. Demonstrate the mechanics for rating child behaviors using the Feeding Scale.
5. Demonstrate how to administer the Feeding Scale.

Feeding Scale-Child Subscales

1. Describe the child behaviors that contribute to the interaction during the feeding.
2. Identify the presence or absence of a child's behavior when rating the two child subscales during a feeding.
3. Discuss differences between your answers and the instructors on the child subscales.
4. Demonstrate the mechanics for rating child behaviors using the Feeding Scale.
5. Demonstrate how to administer the Feeding Scale.

Feeding Scale-Practice Ratings

1. Rate four caregiver and child pairs using the Feeding Scale following three viewings of the video segments.
2. Discuss differences between your answers on Feeding Practice Videos with the instructor.
3. Demonstrate an overall rating of 85% on the four Feeding Practice Videos.

Feeding Scale-Reliability

1. Rate five caregiver-child pairs using the Feeding Scale following three viewings of the video segments.
2. Complete the Feeding Reliability Form.
3. Attain "reliability" (85% overall) on the Feeding Scale.

Teaching Scale-Caregiver Subscales

1. Describe the caregiver behaviors that contribute to the interaction during a teaching.
2. Identify the presence or absence of a caregiver's behavior when rating the four caregiver subscales using the Teaching Scale.
3. Discuss differences between your ratings of the caregiver subscales and the instructors.

Teaching Scale-Child Subscales

1. Describe the child behaviors that contribute to the interaction during a teaching.
2. Identify the presence or absence of a child's behavior when rating the two child subscales during a teaching.
3. Discuss differences between your ratings of the child subscales and that of the instructors.
4. Demonstrate how to administer the Teaching Scale.

Teaching Scale-Practice Ratings

1. Describe the mechanics in rating caregiver/child behaviors using the Teaching Scale.
2. Rate four caregiver and child pairs using the Teaching Scale following three viewings of the video segments.
3. Compare your practice ratings with that of the instructors and determine percentage agreement.
4. Discuss the differences between your ratings and the instructors on the Teaching Practice videos.
5. Demonstrate an overall rating of 85% on the four Teaching practice videos.

Teaching Scale-Reliability

1. Rate five caregiver-child pairs using the Teaching Scale following three viewings of the video segments.
2. Complete the Teaching Reliability Form.
3. Attain "reliability" (85% overall) on the Teaching Scale.

What the Feeding and Teaching Scale Measures

1. Discuss the psychometrics described in the Feeding and Teaching Manual.
2. Discuss how the Feeding and Teaching Scales can be used as assessments of caregiver-child communication and also as outcomes of related interventions.
3. Evaluate individual scores on the Parent-Child Interaction Feeding and Teaching Scales.

Personal Environment Assessments

1. Explain how to use and interpret the Difficult Life Circumstances scale.
2. Explain how to use and interpret the Community Life Skills scale.
3. Explain how to use and interpret the Network Survey.
4. Describe when and how the community assessments can be applied to practice and or research.

Application

1. Interpret scores from the NCAST assessments (Feeding and Teaching scales, Community Life Skills, Network Survey or Difficult Life Circumstances scales).
2. Identify strengths, concerns, further assessments, and interventions based upon the NCAST assessment scales provided in class.
3. Calculate standard deviation from the mean for a dyad using the Step-by-Step process for the Feeding or Teaching scales.
4. Demonstrate how to use the assessments with a family over time through a case study process.