Ride on Toy Car Parents Log Sheet

Participant's Initials_____Week ____

Date_____

Please choose the item(s) that apply:

1. How much time do you play with your child? (with the ride-on car)

Duration: _____minutes

2. Where do you play with your child?

____ Basement _____ Living Room _____ Kitchen _____ Bed Rooms

____ Community Space : _____ (please specify where, e.g.,

playground)

____ Others :_____ (please specify where)

3. From 1 (the least fun) to 10 (the most fun), how fun did you/your child have?

1 2 3 4 5 6 7 8 9 10

4. Assistance and Type of activity

How much and what type of assistance did you provide your child?

_____ Drive without your assistances

____ Drive around the house with your assistances, assisting in:

____ pressing the switch, the percentages of time you helped:

100% 75% 50% 25% less than 10% None

____ lifting the hand off the switch, the percentages of time you helped:

100% 75% 50% 25% less than 10% None

____ steering the wheel, the percentages of time you helped:

100% 75% 50% 25% less than 10% None

____ others: _____ (please specify)

Specific Activity:

Drive anywhere and play:

____ Drive any direction and touch: furniture others _____

____ Drive any direction and play: toy(s) _____ others _____

Drive to a specific person or place and play:

____ Drive to you

____ Drive to you/others and touch/get toys _____

____ Drive to you/others and do _____

The percentages of driving to each direction was:

____ Drive straight 100% 75% 50% 25% less than 10% None

____ Drive right 100% 75% 50% 25% less than 10% None

____ Drive left 100% 75% 50% 25% less than 10% None

5. Is there any special note (e.g., something new: first time to press the switch by himself/herself or first time to turn the wheel) you would like to take regarding your child's performance and play activity today? Yes No

a. If yes, what is it?

Car Project: Coding Manuel

- All coding templates can be found filed in the large car project Tupperware with the participants' files, or saved on the hard drive if none are left.
- On top of every template, write your name, the child's name, and the phase of the trial (Baseline, intervention, retention).
- For every video, write down its visit number, clip number and time within the clip you are recording.
- All data is to be recorded on **both** the paper template, and then entered into their individual excel sheets and saved onto the USB.
    - To find excel sheets:
        - Plug in the USB, and open the "finder" icon on the desktop.
        - Click under "devices" for the USB and select it.
        - Double click "Racecar Project" and select the folder for the child you are coding for.

Measure 1- Natural Play:

*For natural play, you will code a 10-minute time frame of the child prior to when they begin driving the car.

- Start the ten minutes **after** the two minutes of natural play with the toy guitar. (If guitar play was not included, is used throughout natural play, or there was not enough time following guitar play for a full 10-minutes, simply begin the 10-minute time frame at the start of the video).
- Fill out the template to include your name, child's name, and phase they are in at the top.
- For each video, fill out the template to include the visit number, the clip number, and the time frame within the video you are coding.

Coding for Natural Play will include 5 different elements:

1. **Reaching for the Toy (# of times):**

A. Tally the amount of times the child reaches for a toy while seated. ONLY count the same toy **once**. However, if there are several components to the toy (ex. Different balls, a hammer and the workbench, different blocks) you can count those touches *individually* when they are reached for. Again, if the child reaches for that individual toy again, you will not recount it.
B. Example: The child is playing with the cookie jar. They reach for the blue cookie and put it in the jar. That counts as 1 touch for the blue cookie and another touch if they touched the cookie jar. If they reach for the red cookie next, that counts as another reach for toy. However, if the child again reaches for the cookie jar, that will **not** count as another reach, since you only count a reach for a specific toy once.

2. **Positive Facial Expressions:**

A. Tally the amount of times the child makes positive facial expressions, for example, they smile. If the child remains smiling over a period of time, that still remains the same tally. Allow **at least** 3 seconds between two positive facial expressions before tallying it as a second.
B. Example: The child is smiling for several seconds and then her face goes neutral. If the smile begins again immediately, count that as the same tally. However, if a full 3 seconds pass between the expressions, it can be counted as a second.

3. **Negative Facial Expressions:**

A. Apply the same rules for positive facial expressions to this measure, as well. However, this time record negative facial expressions such as frowning.

4. Vocalization:

A. Whenever the child expresses a desire verbally, cries, or makes another sound that demonstrates they are trying to express something, tally that under vocalization. Again, observe a three second rule between the vocalizations before tallying it as a second.

5. **Gesture**:

A. When the child points or motions for something, this will be considered a gesture. When they are continually gesturing for the same thing, that will still only be considered one tally.
B. Example: Child is pointing at a toy. That will be considered a gesture. If the child is continuing to point at the toy because someone doesn't understand what he or she are asking for, it is still only considered one tally.

Measure 2- Car Play:

* Car play is again a 10-minute time frame starting from the beginning of the clip.

For car play, there will be several elements to tally.

1. Prompted Mobility:

A. Total #: For every time someone encourages the child to drive (ex. By saying, "come here," "press the button," "get the toy") tally that under the total number for prompted mobility. Allow at least 5 seconds between these commands for the child to decide whether to respond before counting them as separate tally's.
B. # Successful: For every time the child responds to the command by doing as told (ex. By pushing the button, driving to the car), this will be tallied under # successful.

2. **Facial Expressions: (Determined exactly the same as for natural play)**

A. Positive Facial Expressions: Tally the amount of times the child makes positive facial expressions, for example, they smile. If the child remains smiling over a period of time, that still remains the same tally. Allow **at least** 3 seconds between two positive facial expressions before tallying it as a second.

B. Negative Facial Expressions: Apply the same rules for positive facial expressions to this measure, as well. However, this time record negative facial expressions such as frowning.

3. **Vocalizations**: (Again, the same as for natural play)

   A. Whenever the child expresses a desire verbally, cries, or makes another sound that demonstrates they are trying to express something, tally that under vocalization. Again, observe a three second rule between the vocalizations before tallying it as a second.

4. **Gesture:** (Again, same for natural play)

   A. When the child points or motions for something, this will be considered a gesture. When they are continually gesturing for the same thing, that will still only be considered one tally.

5. **Reach for Toy:**

   A. As the child drives, tally the amount of times he or she reaches for a toy. Again, only count a reach for the same toy **once**. In some instances, toys are not used as motivation throughout the driving process or even present during the driving (especially while outside). For this reason, we count a reach for a leaf, another car, or any particular object as a reach for toy.

Measure 3- Mobility:

*Mobility is the 10-minute time frame while the child is driving the car.

1. Independent Joystick Contacts:

   A. For every time the child touched the joystick or button **without** assistance, that is considered an independent contact.
      a. If the child is repeatedly hitting the switch (Ex. If there is spasticity) only count that as one touch.
      b. Allow at least 3 seconds between these touches before counting a second touch.

2. Assisted Joystick Contact:

   B. For every time the child touched the switch with assistance (ex. Someone putting his or her hand on it) that counts as an assisted contact.

3. **Visual Attention to the Joystick:**

   A. Whenever the child makes eye contact with the switch, this is considered visual attention to the joystick. Subsequent visual attentions can be tallied as soon as the child breaks eye contact and then maintains it again.

4. Independent Mobility:

A. Independent mobility is the *amount of time* the child is driving after an independent joystick contact. If the child places his or her hand on the switch independently and begins to drive, count the amount of seconds of driving that ensues.

5. Caregiver Mobility:

A. Caregiver mobility is the amount of time the child is driving after an assisted joystick contact. However, during this type of driving, someone holds the child's hand on the switch the entire time to help them drive. Again, count the seconds the driving ensues from this interaction.

6. Assisted Mobility:

A. Assisted mobility again follows an assisted joystick contact. This time, though, the person removes their hand and the child is able to drive without additional help. In summary, someone puts their hand on the switch, but then removes their hand and the child is able to drive independently

Measure 4- Goal Oriented Driving:

*This is again a 10-minute period of driving. It determines the amount of time the child accomplishes *stopping* at their goal.

1. Assisted (giving hints):

A. <u>With Verbal Cue</u>- In this case, tally the amount of times the child stops at a given goal after only being told verbally to stop at that spot.
   a. Example: A child is told to drive to a toy and stop there. If the child is driving and is told to stop right now, that is considered assisted with verbal cue.
B. <u>With verbal + Tactile Contact:</u> Tally the amount of times the child stops at a goal after both verbally being told to stop **and** someone tapping their hand to initiate stopping. This type of goal oriented driving will be considered "Assisted with verbal + tactile contact."
   a. Example: Child is driving to a goal but needs someone saying "stop," or "take your hand of the switch" combined with someone tapping their hand in order to actually stop at the goal.

2. **Independent**:

A. The child is either given a goal to stop at in advance or goes over to an object they are interested in and stops *without* being told to and *without* any tactile contact to their hand.
   a. Example: A child sees a toy and begins driving toward it. If they stop at that toy without being told and without anyone's hand on their hand, this would be considered independent.

3. **Caregiver:**

B. If the child is driving to a goal but needs someone to physical take his or her hand off the switch in order to stop, this would be considered "Caregiver Goal-oriented Driving"