

## SM-BOT Instructions Kurtz Psychology v 5-24-23

### Equipment List

- 2 clinic rooms adjoined by a one-way mirror
  - Chair for helper (stranger)
- SM-BOT parent information sheets with plan and sample questions
- SM-BOT stranger/helper instructions sheet
- 1 video camera
- 1 SD card (or confirm ability/space for internal memory)
- 1 transmitter/receiver set for therapist to talk to parent (MOVO WMIC-70)
  - Extra batteries
- 1 stopwatch
- 1 different pair of MOVO WMIC-70 transmitter/receiver for lead therapist to talk to stranger *or use phone-to-phone instead*
  - Extra batteries
- Write helper's cellphone number
  - *Optional:* headphones compatible with helper's cellphone
- SMICS task cards
- 3-5 parent-child interaction therapy (non-directive, creative play) toys
- Paper and crayons
- Prize store in Conference room, or separate prize box to bring into room

### Set Up

- Prepare materials
  - Set up Zoom Q2n4k video camera (*do not rely solely on our Nest Cam*)
    - Check on display that there is sufficient time left on the SD card
    - On side of Zoom Q2n4k camera, make sure volume is up to maximum (=10)
  - Test walkie-talkie or transmitter/receiver pair
    - Place extra batteries somewhere in the room
  - Fill out top of the SM-BOT Coding sheet
- Prepare the clinic room
  - Arrange toys visibly around the room (e.g., on table/floor, open lids, take out a few pieces and set up as if you were already playing with the toys)
  - Set up chair for the helper (~6 feet) off to the side
- Prepare the helper/stranger
  - Provide the helper with the helper instructions sheet and confirm their understanding of the sequences
  - Determine method for prompting the helper to ask questions (e.g., by text, by phone, by MOVO transmitter/receiver)
- Prepare the family
  - Bring the MOVO receiver and parent information sheets with plan and sample questions with you to greet the family in the waiting room
  - Escort the family to the playroom
    - Use CDI skills with the child, but avoid asking them *any* questions and ask the parent to do the same until they are in the clinic room by themselves
  - Briefly describe the assessment to the parent
    - Parent and child will be playing together
    - Provide the parent information sheets with plan and sample questions
      - During the assessment, you will tell them to ask these 3 types of questions to the child; they do not need to use these exact questions, they are just examples
    - Inform the parent to feel free to play/interact with their child as they normally would; you will let them know through the earpiece once you're ready to get started
    - Secondary caregivers and/or siblings may stay in the waiting room

Administration

**A1. Parent & Child Alone**

- Begin recording
- Hold up **SMICS-ER face sheet** in front of the video camera
- Tell the parent, ***"We are starting the observation now. Go ahead and follow (child's name)'s lead in the play for 2.5 minutes, following their lead in the games that they choose to do, and playing according to their rules."***
- Hold up the **Start CDI** card in front of the video camera
  - Time for 2.5 minutes
- Hold up the **Stop CDI** card in front of the video camera
- Tell the parent, ***"Okay, for the next 5 minutes, go ahead and start asking the different types of questions we discussed. During this time, try to ask 5 open-ended, 5 forced-choice, and 5 yes-no questions. The sheet has examples of each type of question to guide you."***
- Hold up the **Start Questions (w/o Stranger)** card in front of the video camera
  - Time for 5 minutes
  - Code the parent's questions/child's responses throughout these 5 minutes
    - If, at 4 minutes, the parent has not asked 5 of each type of question, prompt the parent by informing them how many more they need to ask of each question to reach 5. For example, ***"Great. You're all set with your \_\_\_\_\_ questions. In the next minute, please try to ask \_\_\_\_\_ more \_\_\_\_\_ questions."***
  - Stop coding after 5 of each question have been asked, regardless of the number of minutes.
- Hold up the **Stop Questions (w/o Stranger)** card in front of the video camera

**A2. Parent & Child & Stranger**

- Tell the parent, ***"Great job asking those questions. In a moment, one of our team members, (stranger's name), is going to join you in the room. After a few minutes, I will signal you to go ahead and ask those same kinds of questions again. For now, please just follow (child's name)'s lead in the play, following their lead and doing the activities they choose to do."***
- Prompt the stranger to enter the room, following the directions on the SMICS-ER helper instructions sheet
- Once the stranger has introduced themselves, hold up the **Start CDI** card in front of the video camera
  - Time for 2.5 minutes
- Hold up the **Stop CDI** card in front of the video camera
- Tell the parent, ***"Okay, for the next 5 minutes, you can go ahead and ask those questions again. Just like before, try to ask 5 of each of the 3 types of questions again. The sheet has examples of each type of question to guide you."***
- Hold up the **Start Questions (w/ Stranger)** card in front of the video camera
  - Time for 5 minutes
  - Code the parent's questions/child's responses throughout these 5 minutes
    - If, at 4 minutes, the parent has not asked 5 of each type of question, prompt the parent by informing them how many more they need to ask of each question to reach 5. For example, ***"Great. You're all set with \_\_\_\_\_ questions, in the next minute, please try to ask \_\_\_\_\_ more \_\_\_\_\_ questions."***
  - Stop coding after 5 of each question have been asked, regardless of the number of minutes.
- Hold up the **Stop Questions (w/ Stranger)** card in front of the video camera

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- Prompt the stranger to
  - Start 2.5 minutes of CDI
  - Prompt stranger to ask their one forced-choice question, “I see you were playing with the \_\_\_\_\_ and the \_\_\_\_\_. Which did you like better, the \_\_\_\_\_ or the \_\_\_\_\_?”
  - Code whether the child responds *verbally* within 5-10 seconds

### B1. Parent & Child Alone

- Tell the parent, ***“Okay, you’ve been doing a great job with (child’s name). We’re going to repeat the two sequences that we just did one more time. So, now you can go ahead and return to following (child’s name)’s lead in the play and doing the activities they choose to do for another 2.5 minutes. I’ll let you know when it’s time to ask those questions again.”***
- Hold up the **Start CDI** card in front of the video camera
  - Time for 2.5 minutes
- Hold up the **Stop CDI** card in front of the video camera
- Tell the parent, ***“Okay, for the next 5 minutes, go ahead ask 5 of each of those 3 types of questions again.”***
- Hold up the **Start Questions (w/o Stranger)** card in front of the video camera
  - Time for 5 minutes
  - Code the parent’s questions/child’s responses throughout these 5 minutes
    - If, at 4 minutes, the parent has not asked 5 of each type of question, prompt the parent by informing them how many more they need to ask of each question to reach 5. For example, ***“Great. You’re all set with \_\_\_\_\_ questions, in the next minute, please try to ask \_\_\_\_\_ more \_\_\_\_\_ questions.”***
  - Stop coding after 5 of each question have been asked, regardless of the number of minutes.
- Hold up the **Stop Questions (w/o Stranger)** card in front of the video camera

### B2. Parent & Child & Stranger

- Tell the parent, ***“Okay, this is the last time we’re going to do this. In a moment, (helper’s name) is going to join you in the room again. Just like before, start by just following (child’s name)’s lead in the play and doing the activities they choose to do. I’ll let you know when it’s time to ask the questions again.”***
- Prompt the helper to enter the room, following the directions on the SMICS-ER helper instructions sheet
- Once the stranger has introduced themselves again, hold up the **Start CDI** card in front of the video camera
  - Time for 2.5 minutes
- Hold up the **Stop CDI** card in front of the video camera
- Tell the parent, ***“Okay, for the next 5 minutes, go ahead ask 5 of each of those 3 types of questions again.”***
- Hold up the **Start Questions (w/ Stranger)** card in front of the video camera
  - Time for 5 minutes
  - Code the parent’s questions/child’s responses throughout these 5 minutes
    - If, at 4 minutes, the parent has not asked 5 of each type of question, prompt the parent by informing them how many more they need to ask of each question to reach 5. For example, ***“Great. You’re all set with \_\_\_\_\_ questions, in the next minute, please try to ask \_\_\_\_\_ more \_\_\_\_\_ questions.”***
  - Stop timing and coding at 5 minutes regardless of the totals
- Hold up the **Stop Questions (w/ Stranger)** card in front of the video camera

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- Prompt the stranger to
  - Start 2.5 minutes of CDI
  - Prompt stranger to ask their one forced-choice question, “I see you were playing with the \_\_\_\_\_ and the \_\_\_\_\_. Which did you like better, the \_\_\_\_\_ or the \_\_\_\_\_?”
  - Code whether the child responds *verbally* within 5-10 seconds

### C1. Clean Up (Baseline Only)

- Tell the parent, ***“Alright, we’re all set with those questions. Now, please tell (child’s name) that it’s time to put the toys away. Please have them put the toys away by themselves. Please have them put all the toys in their containers and the containers by the wall or on the table.”***
- Hold up the **Start Clean Up** card in front of the video camera
  - Time for 3 minutes
    - If the child is finished cleaning up before 3 minutes, you may end the segment early
  - Code the child’s overall level of compliance
- Hold up the **Stop Clean Up** card in front of the video camera

### D1. Separation (Baseline Only)

- Tell the parent, ***“We are almost finished with the assessment. The last thing we are going to have you do is tell (child’s name) that you need to step out of the room to speak with us. Please tell (child’s name) that (helper’s name) will be coming in to play with them during this time.”***
- Prompt the helper to enter the room with paper and markers, following the directions on the SMICS-ER helper instructions sheet
- Once the helper has introduced themselves, hold up the **Start Separation** card in front of the video camera
  - Time for 2 minutes
    - If the parent is not actively attempting to leave the room, you may prompt the parent again to go ahead and exit the room
    - Code the child’s overall level of difficulty separating
  - End this part at the 3 minute mark
- Hold up the **Stop Separation** card in front of the video camera
- Stop recording

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### Abbreviated Coding Guidelines

- Place a tally in the appropriate cell representing *both* the type of question asked *and* the child's response

#### Question Types

- **Forced-Choice:** the question has two or more response options embedded within the question
- **Open-Ended:** the question does not have options embedded in the question and typically begin with "who," "what," "where," "when," "why," or "how"
  - Includes prompts such as, "huh?"
- **Yes/No:** the question is close-ended and could be answered with a yes or no
  - Includes parent tip-ups

#### Response Types

- **No Opportunity:** the parent answers the question themselves, asks another question in less than 5 seconds, gives a command, or continues speaking within 5 seconds of asking the question
- **Verbal:** the child response is audible
  - Includes comprehensible whispers
  - Includes child speech that follows the parent's question, even if it does not directly answer the question
- **Barely Audible:** the child response has some sound, but is in a volume too low to understand
- **Nonverbal:** the child response is pointing, nodding, gesturing, shrugging, or mouthing. This also includes vocalizations, i.e., sounds, that are not verbalizations, i.e., words
- **No Response:** the child does not respond either verbally or nonverbally within 5 seconds

#### Spontaneous Speech

- Anything the child says out loud that is not coded as a response to a question is considered spontaneous speech
- Elaborations and/or independent thoughts/sentences should be coded as separate instances of spontaneous speech
  - For example, if a parent asks, "What's your favorite color?" and the child responds, "Blue. Blue is the prettiest color ever." This would receive codes of Open-Ended/Verbal, as well as 1 tally for Spontaneous Speech
- Verbalizations with more than 2 seconds in between should be coded as separate instances of spontaneous speech, as per PCIT DPICS coding guidelines
- "Yes" and "no" should be coded as independent instances of spontaneous speech

## SMICS-ER Helper Instructions

### During the questions/speaking portions:

- **When you enter the room:** *“Looks like you guys are having fun with our toys. Just go ahead and keep playing. I’ll be sitting over here taking care of some work I need to do.”*
  - Sit off to the side (~6 feet away) facing the family but avoiding eye contact with the child.
  - Wait for the prompt from the lead clinician to start CDI and then to ask your question.
- **When it’s time to ask your question, after your 2.5 minutes of CDI:** *Approach the child at their level and ask a forced-choice question related to the play.* Wait 5 full seconds.
  - **If the child answers:** *“You guys can keep playing and having fun. I’ll be back in a little while.”* Exit the room.
  - **If the child does not answer:** *“You guys can keep playing and having fun. I’ll be back in a little while.”* Exit the room.

### During the separation task:

- **When you enter the room:** *“Looks like you guys had a lot of fun with our toys. I brought some crayons and paper for us to play with while your (parent) talks with (clinician).”*
  - Use only CDI skills to engage the child in the play and actively ignore any avoidance behaviors related to the separation, while trying to keep the child in the room.
  - Avoid asking questions or other prompts to speak.

## Abbreviated SMICS-ER Instructions

Segment	Task	Action/Script	Timer
<b>A1. Parent &amp; Child Alone</b>	<b>CDI</b>	<ul style="list-style-type: none"> <li>“We are starting the observation now. Go ahead and follow (child’s name)’s lead in the play for 2.5 minutes, following their lead and doing the activities they choose to do.”</li> <li>Display start and stop CDI cards</li> </ul>	2.5 minutes
	<b>Questions</b>	<ul style="list-style-type: none"> <li>“Okay, for the next 5 minutes, go ahead and start asking the questions we discussed. During this time, try to ask 5 open-ended, 5 forced-choice, and 5 yes-no questions. The sheet has samples of each type of question to guide you.”                             <ul style="list-style-type: none"> <li>If necessary, at 4 minutes: “Great. You’re all set with ____ questions, in the next minute, please try to ask ____ more ____ questions.”</li> </ul> </li> <li>Display start and stop questions w/o stranger cards</li> </ul>	5 minutes
<b>A2. Parent &amp; Child &amp; Stranger</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>“Great job asking those questions. In a moment, one of our team members, (helper’s name), is going to join you in the room. After a few minutes, I will signal you to go ahead and ask those same kinds of questions again. For now, please just follow (child’s name)’s lead in the play, following their lead and doing the activities they choose to do.”</li> </ul>	N/A
	<b>CDI</b>	<ul style="list-style-type: none"> <li>Display start and stop CDI cards</li> </ul>	2.5 minutes
	<b>Questions</b>	<ul style="list-style-type: none"> <li>“Okay, for the next 5 minutes, go ahead and start asking the questions we discussed. During this time, try to ask 5 open-ended, 5 forced-choice, and 5 yes-no questions. The sheet has samples of each type of question to guide you.”                             <ul style="list-style-type: none"> <li>If necessary, at 4 minutes: “Great. You’re all set with ____ questions, in the next minute, please try to ask ____ more ____ questions.”</li> </ul> </li> <li>Display start and stop questions w/ stranger cards</li> </ul>	5 minutes
	<b>Helper</b>	<ul style="list-style-type: none"> <li>Prompt helper to do 2.5 minutes of CDI and then to ask 1 forced-choice question</li> </ul>	N/A
<b>B1. Parent &amp; Child Alone</b>	<b>CDI</b>	<ul style="list-style-type: none"> <li>“Okay, you’ve been doing a great job with (child’s name). We’re going to repeat the two segments we just did one more time. So, now you can go ahead and return to following (child’s name)’s lead in the play and doing the activities they choose to do for another 2.5 minutes. I’ll let you know when it’s time to ask those questions again.”</li> <li>Display start and stop CDI cards</li> </ul>	2.5 minutes
	<b>Questions</b>	<ul style="list-style-type: none"> <li>“Okay, for the next 5 minutes, go ahead ask 5 of each of those 3 types of questions again.”                             <ul style="list-style-type: none"> <li>If necessary, at 4 minutes: “Great. You’re all set with ____ questions, in the next minute, please try to ask ____ more ____ questions.”</li> </ul> </li> <li>Display start and stop questions w/o stranger cards</li> </ul>	5 minutes
<b>B2. Parent &amp; Child &amp; Stranger</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>“Okay, this is the last time we’re going to do this. In a moment, (helper’s name) is going to join you in the room again. Just like before, start by just following (child’s name)’s lead in the play and doing the activities they choose to do. I’ll let you know when it’s time to ask the questions again.”</li> </ul>	N/A
	<b>CDI</b>	<ul style="list-style-type: none"> <li>Display start and stop CDI cards</li> </ul>	2.5 minutes
	<b>Questions</b>	<ul style="list-style-type: none"> <li>“Okay, for the next 5 minutes, go ahead ask 5 of each of those 3 types of questions again.”                             <ul style="list-style-type: none"> <li>If necessary, at 4 minutes: “Great. You’re all set with ____ questions, in the next minute, please try to ask ____ more ____ questions.”</li> </ul> </li> <li>Display start and stop questions w/ stranger cards</li> </ul>	5 minutes
	<b>Helper</b>	<ul style="list-style-type: none"> <li>Prompt helper to do 2.5 minutes of CDI and then to ask 1 forced-choice question pt helper to ask question</li> </ul>	N/A
<b>C1. Clean Up</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>“Alright, we’re all set with those questions. Now, please tell (child’s name) that it’s time to put the toys away. Please have them put the toys away by themselves. Please have them put all the toys in their containers.”</li> </ul>	5 minutes
<b>D1. Separation</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>“We are almost finished with the assessment. The last thing we are going to have you do is tell (child’s name) that you need to step out of the room to speak with us. Please tell (child’s name) that (helper’s name) will be coming in to play with them during this time.”</li> </ul>	3 minutes

## Plan

- For the first 2.5 minutes, just follow your child's lead in the play – doing whatever activities they choose to do and playing with them according to their rules.
- When we signal you through the walkie-talkie, please start asking your child 5 of each of the various types of questions we talked about – Yes/No, Forced-Choice, and Open-Ended questions.
  - Examples of these questions are on the “Sample Questions” sheet.
- After you ask these questions, another team member will come in to the room and sit near by while you go through the same procedure again – 2.5 minutes of following your child's lead in play and asking the same types of questions again.
  - Try to avoid engaging with this team member.
  - If your child happens to speak to the team member, they will try to re-direct your child by stating they has some work to do.
- The team member will then leave and we will have you repeat these steps again, both with and without the team member present.
- At the end, we will ask you to have your child clean up and then we will have you step out of the room for a few minutes.



**Sample Yes/No Questions**

Do you want to play with these?  
Do you like this color?  
Can I do that too?  
Is this the right one?  
Does that look good right there?  
Should I take a turn?

**Sample Forced-Choice Questions**

Do you want the red block or the blue one?  
Should I be the Mommy or the friend?  
Do you want the carrot or the pizza?  
Should I be X's or O's?  
Is this a square or a circle?  
Should we play blocks next or Mr. Potato Head?

**Sample Open-Ended Questions**

What's a good name for this guy?  
What should we play next?  
What color should we use now?  
What do you call this?  
What shape is this called?  
How many blocks am I holding?