Adult Involvement Scale

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Adult Involvement

The scale points for the adult involvement codes represent increasing complexity and reciprocity in adult-child interaction. This differs from other constructs in that each scale point is identified. Score according to the level and quality of the majority of 1:1 engagements with children during each observation period-this level and quality must **PREDOMINATE** throughout the observation.

(1) Ignore

The adult is apparently unaware of the children. She may be doing paper work talking to another adult, or physically out of the room.

(2) Monitor

Monitor is coded is the caregiver is close to the children but does not engage in interaction with any child. However the caregiver is actively monitoring the classroom and the children's participation.

(3) Routine

The caregiver touches the children for changing or other routine caregiving but makes no verbal response to the children (opens a milk container, passes out materials). She may ask or direct the class to do something e.g. clean-up or come to snack. Routine is also coded during whole group activities when the adult merely gives instructions. passes out materials, reads a book straight through without making any attempts to interact with group of children or keep them engaged (e.g., adult doesn't ask clarifying or expanding questions, doesn't pause to answer children's questions, etc.).

(4) Minimal

The caregiver touches the children only for necessary discipline or to move one child away from another. She answers direct requests for help, or gives verbal directions with no reply encouraged. Minimal is coded when an adult verbally responds with simple, one-word sentences (e.g., "okay," "that's right," "good,") or with mere nodding of head.

(5) Simple

In "simple" responsive involvement, the caregiver uses some warm or helful physical contact which include hugs and laps with no reciprocal conversation (beyond the essential routine care) or verbally answers the childr3en's verbal bids but does not elaborate. During whole group activities, the adult might respond to children with short sentences or initiate simple-social interaction (e.g., adult says, "Yes, you need to glue that piece," "You're going such a good job listening!"). Caregivers may provide simple instructions on how to begin an activity or use gestures such as a big smile, thumbs up or a frown, glare, or eye-rolling. When the majority of the interactions are DIDACTIC you will code Simple.

(6) Elaborated

The caregiver engages in some physical touching and/or maintains a close proximity to the children and their activities (e.g. high fives, hugs, or holds child, no and incidental pat or nudge). Verbally she acknowledges the childe3n's statements and responds with an extension of their thoughts or ideas. She sits with the children during play, suggest materials, etc. Elaborated is also coded if the caregiver is engaged with the group, is asking and answering complex questions, acknowledges children's statements, and soliciting active participation by all group members. When the majority of the interactions have been SCAFFOLDED you will code Elaborated or move on to see if intense is more applicable.

(7) Intense

The caregiver hugs or holds the children, restates and elaborates the children's statement, thus acknowledging them and providing answers to the children. She engages the children in conversation over play activities, plays interactively with children in game-like manner, and sits and eats with the child in a social conversation atmosphere. In-group situations, "intense" is coded if the caregiver is physically responsive and verbal to many members of the group, individualizing her responses to the children in order to restate and elaborate children's ideas, and engage them in conversations, and extend their learning.