DANCE: Promotion of Developmental Growth Dimension
DANCE Behavior Considerations

Here are some questions to consider as you review each behavior:

- What do I find easy to understand about this behavior?
- What questions do I have about this behavior?
- What, if any, developmental considerations do I need to be aware of?
- What key pieces of information will help you observe and code this behavior?

You may want to print out this page and refer to these questions as you review each behavior.
Promotion of Developmental Growth Dimension

- Five behaviors:
  - Supports Exploration
  - Scaffolding
  - Verbal Connectedness
  - Praise
  - Negative Verbal Content
Supports Exploration

- Coded as a percentage (%)

- Observed for the portion of the home visit that the child is present, but not necessarily interacting with the caregiver.
# Supports Exploration

<table>
<thead>
<tr>
<th>*</th>
<th>Area for Growth (0-24%)</th>
<th>Area for Enhancement (25-74%)</th>
<th>Area of Strength (75-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td><strong>Supports Exploration</strong>&lt;br&gt;Caregiver facilitates exploration that meets the child’s needs.</td>
<td>Infrequently CG facilitates exploration that meets the child’s needs.</td>
<td>At times CG facilitates exploration that meets the child’s needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CG usually facilitates exploration that meets the child’s needs.</td>
</tr>
</tbody>
</table>

*Rated for the portion of the home visit that the child is present.*
Supports Exploration

Consider the following:

- Safe place to explore?
- Developmentally appropriate toys and resources?
- Does the caregiver avoid interfering?
- Does the caregiver provide support when needed?
Supports Exploration

- Toys and resources can include:
  - Caregiver
    - e.g., caregiver touches child, child touches caregiver, caregiver talks to child, caregivers holds the child, etc.
  - Environment
    - e.g., touching the floor, looking around a stimulating room, listening to novel and familiar sounds
  - Other people
  - Traditional toys
  - Pots, pans, boxes, mobiles, socks, etc.
Supports Exploration

• The caregiver does not have to extend the play, enrich the interaction, or even interact with the child (except offering support when needed) to be supporting the child’s exploration.

• Support of exploration should take in to account:
  • Areas accessible to the child,
  • Quality (safe, developmentally appropriate), and
  • Quantity of toys or resources the child has available to explore.
Scaffolding

- Coded as a frequency (#) with a range of 0, 1, 2, or 3

- Observed when the child and caregiver are engaged in a caregiving activity
## Scaffolding

<table>
<thead>
<tr>
<th></th>
<th>Area for Growth (0 attempts)</th>
<th>Area for Enhancement (1-2 attempts)</th>
<th>Area of Strength (3 or more attempts)</th>
</tr>
</thead>
</table>
| **CA** | **Scaffolding** Caregiver attempts to provide support to promote success beyond what the child is able to do on his or her own. | CG never attempts to provide support to promote success beyond what the child is able to do on his or her own.  
- Developmentally inappropriate support | CG attempts to provide support to promote success beyond what the child is able to do on his or her own 1-2 times. |
|        |                                                                                           |                                                                                                 | CG attempts to provide support to promote success beyond what the child is able to do on his or her own 3 or more times. |

*Rated for the portion of the home visit when the caregiver and child are engaged in a caregiving activity.

© 2016 The Regents of the University of Colorado, a body corporate. All rights reserved.
Scaffolding

- Through the practice of scaffolding, caregivers extend children’s learning in ways that are consistent with children’s current level of development.

- Scaffolding children’s emotional experiences may result in the development of internalizing strategies for dealing with challenge and distress.
Scaffolding

• Scaffolding is more than just the caregiver interacting with the child

• It involves offering support to start where the child is at developmentally, building on the child’s interests, and incrementally expanding one step further

• The caregiver teaches the child, supporting structured learning
Exploration Vs. Scaffolding

- **Supports Exploration**
  - starting where the child is at
  - **Example**: putting a 3 month old on the floor for tummy time

- **Scaffolding**
  - actively moving the child one step further from where the child is at
  - **Example**: holding a toy in front of a 3 month old during tummy time and as his head drops encouraging him to keep it up by moving the toy
Scaffolding

With very young infants, you may not see many instances of scaffolding. Examples of scaffolding attempts with young infants include:

- Helping a child transition from caregiver supported soothing to self-soothing scaffolds child’s own affective regulation.
- Visual or auditory tracking of objects
- Sustained attention/engagement in an activity
- Encouraging head control and strengthening of neck muscle
Verbal Connectedness

- Coded as a percentage (%)
- Observed when the child and caregiver are engaged in a caregiving activity
# Verbal Connectedness

<table>
<thead>
<tr>
<th>*</th>
<th>Area for Growth (0-24%)</th>
<th>Area for Enhancement (25-74%)</th>
<th>Area of Strength (75-100%)</th>
</tr>
</thead>
</table>
| CA | Verbal Connectedness  
The caregiver's verbal communication creates a connection that facilitates interaction. | Infrequently, CG’s verbal communication creates a connection that facilitates interaction. | At times, CG’s verbal communication creates a connection that facilitates interaction. | CG’s verbal communication usually creates a connection that facilitates interaction. |

*Rated for the portion of the home visit that the caregiver and child are engaged in a planned caregiving activity.
Verbal Connectedness

- The caregiver’s use of verbal communication to create a connection with the child
- Verbal communication includes the caregiver’s words and sounds
- Considers the quality and quantity of the caregiver’s verbal communication
Verbal Connectedness

- Good verbal quality facilitates a verbal connection; poor verbal quality does not

- It is not expected that the caregiver talks 100% of the time; the caregiver should talk enough throughout to create a connection

- The absence of caregiver communication does not facilitate a connection; talking too much or over-talking the child also does not facilitate a connection
<table>
<thead>
<tr>
<th>Verbal Connectedness</th>
<th>Not Verbally Connected</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good Verbal Quality (kind, respectful, cheerful)</td>
<td>• Poor Verbal Quality (harsh, directive, disrespectful, punitive)</td>
</tr>
<tr>
<td>• Verbalizations throughout (but not always) the interaction</td>
<td>• Infrequently verbalizations or significant gaps in communication</td>
</tr>
<tr>
<td></td>
<td>• No communications</td>
</tr>
<tr>
<td></td>
<td>• Talking non-stop/no pauses</td>
</tr>
<tr>
<td></td>
<td>• Talking when the child is talking (over-talking)</td>
</tr>
<tr>
<td>• Communications that are child centered</td>
<td>• Communications that are not child centered</td>
</tr>
<tr>
<td>• Communications to the child</td>
<td>• Communications to others</td>
</tr>
</tbody>
</table>
Verbal Connectedness

- As children develop language abilities, caregivers create a verbal connection by pausing and turn taking for verbal exchanges.

- As the child’s language expands, the caregiver verbally connects by using words and sentence structure that are increasingly complex.
Comparison of Verbal Connectedness & Verbal Quality

- Both behaviors are concerned with the caregiver’s use of verbal communication
- Verbal Quality focuses on the quality of the caregiver communications
- Verbal Connectedness is concerned with both quality and quantity of the caregiver’s communications

© 2016 The Regents of the University of Colorado, a body corporate. All rights reserved.
Praise

- Coded as a frequency (#) with a range of 0, 1, 2, or 3
- Observed when the child and caregiver are engaged in a caregiving activity
The definition of Praise changed in mid-2013.
For those of you previously trained in the old version (3.1) of this behavior, the definition included that the caregiver genuinely compliments or encourages the child.
The new definition removes the term encourages.
For those of you trained in the new version (3.2) of this behavior, you can skip past the next 3 slides as this version only included genuinely compliments.
Praise – Updated 2013

In your manual, please cross off the word encourages from:

- Scale definition
- 3 DANCE STEPS levels

<table>
<thead>
<tr>
<th>*</th>
<th>Area for Growth (0 comments)</th>
<th>Area for Enhancement (1-2 comments)</th>
<th>Area of Strength (3 or more comments)</th>
</tr>
</thead>
</table>
| CA | **Praise**
Caregiver genuinely encourages or compliments the child. | CG never genuinely encourages or compliments the child. | CG genuinely encourages or compliments the child. |
|   |                             |                                     | CG genuinely encourages or compliments the child 3 or more times. |
Praise – Updated 2013

In your manual, also please cross off the Term to Define encourages

Terms to define:

- **Genuinely**: Authentically, sincerely, heart-felt.
- **Compliments**: Expressions of praise, admiration, or congratulations. Includes clapping or gestures (e.g., thumbs-up) in response to child’s attempt or achievement of a task or activity. Includes general expressions of praise (“What a good boy”, “You are such a pretty baby”).
- **Encourages**: Specific expressions that support or motivate the child toward achievement of a task or activity (e.g. “You can do it”).
- **Expression**: An expression is a single sentence or action. When there is a pause between expressions, this would be counted as two instances of praise. For example, when a caregiver says “All right, way to go” without pausing, this would be counted as one expression of praise. When a caregiver says, “All right”, pauses, and then later adds “You did it”, this would be counted as two expressions of praise.
Praise – Updated 2013

- In your manual, the 3rd Written Example also needs to be crossed off

Example 3: A caregiver and 11-month-old are playing with large, colored beads.

| The child attempts, several times, to connect one bead to another. The caregiver says to the child, “Keep trying, I know you can do it.” | The caregiver says to the child, “Here, I'll do it” and takes the beads from the child. |
Praise

Here is the updated scale:

<table>
<thead>
<tr>
<th>*</th>
<th>Area for Growth (0 comments)</th>
<th>Area for Enhancement (1-2 comments)</th>
<th>Area of Strength (3 or more comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>Praise</td>
<td>CG never genuinely compliments the child.</td>
<td>CG genuinely compliments the child 1-2 times.</td>
</tr>
</tbody>
</table>

*Rated for the portion of the home visit that the caregiver and child are engaged in a caregiving activity.
Praise

- The caregiver offers genuine compliments
- Each expression of praise is recorded (up to 3)
- There are no developmental considerations for this behavior
Praise

- Praise for behaviors that might not be considered appropriate (e.g. praising hitting or spitting) is coded as praise if it is genuine.

- However, praise for inappropriate behaviors is not considered responsive to the child’s needs to learn social norms and rules, and therefore would be reflected in a lower score on the behavior Responsiveness.
Negative Verbal Content

• Coded as a frequency (#) with a range of 0, 1, 2, or 3

• Observed for the portion of the home visit that the child is present, but not necessarily interacting with the caregiver.
# Negative Verbal Content

<table>
<thead>
<tr>
<th>*</th>
<th>Area for Growth (3 or more comments)</th>
<th>Area for Enhancement (1-2 comments)</th>
<th>Area of Strength (0 comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td><strong>Negative Verbal Content</strong>&lt;br&gt;Caregiver use of overt criticism, accusations, threats, and name-calling of the child to the child.</td>
<td>CG uses negative verbal content with the child 3 or more times.</td>
<td>CG never uses negative verbal content with the child.</td>
</tr>
</tbody>
</table>

*Rated for the portion of the home visit that the child is present.*
Negative Verbal Content

Negative verbal content involves **OVERT**:
- **Criticism** (statements that suggest fault)
- **Accusations** (statements of blame)
- **Threats** (warnings of probable trouble)
- **Name-calling** (names said with the purpose to belittle or humiliate)

When coding ask yourself which of these category does the comment fit in?
- If it doesn’t fit in one of the categories it **is not** Negative Verbal Content
Negative Verbal Content

- Record occurrences of negative verbal content directed to the child
- There are no developmental considerations for this behavior