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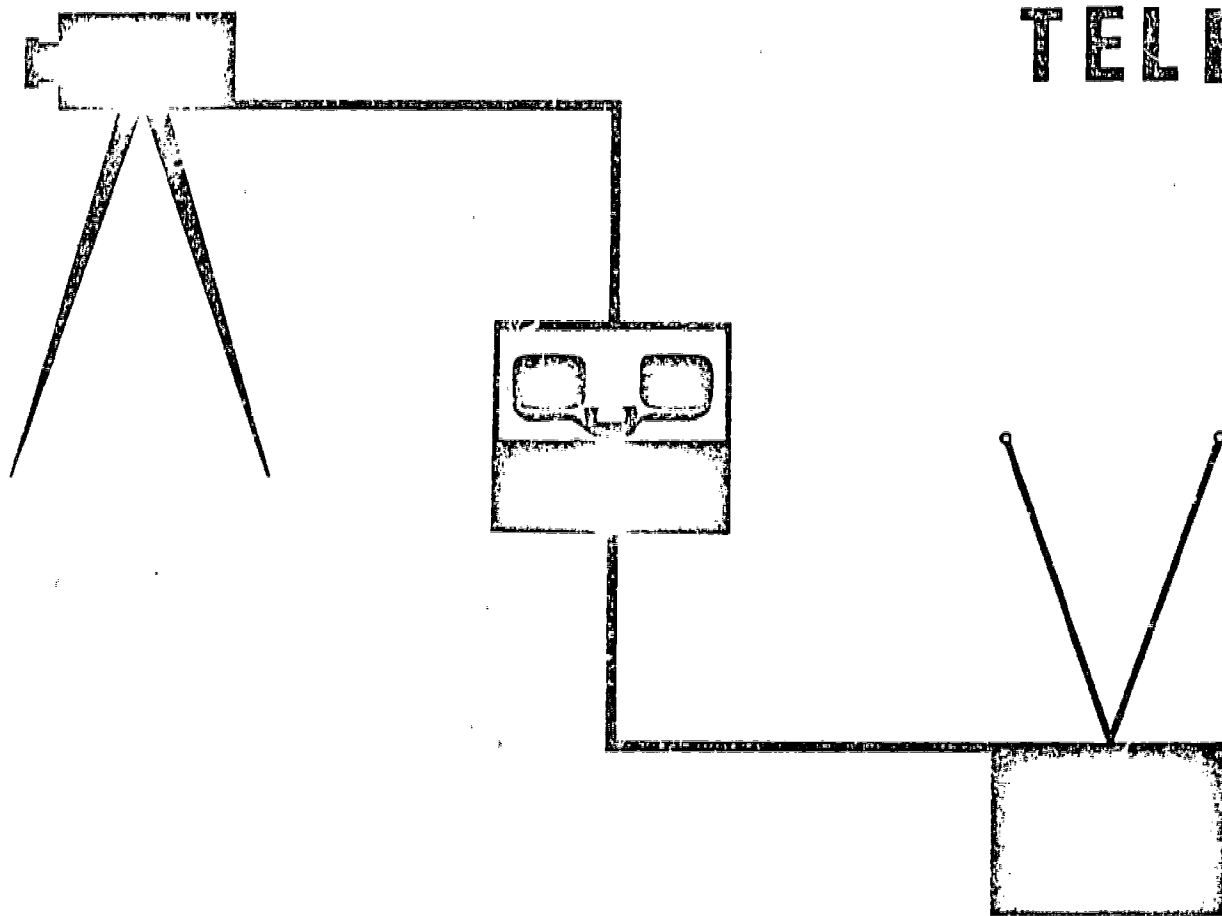
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ABSTRACT

"Teaching Your Child" was a televised parent training program designed to reach families in low income areas around Minneapolis, Minnesota. This booklet presents the television script that was used in the program. The script was designed to coordinate with two other booklets, EM 010 828 and EM 010 826. (MC)

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TELEVIS

TEACHING YOUR

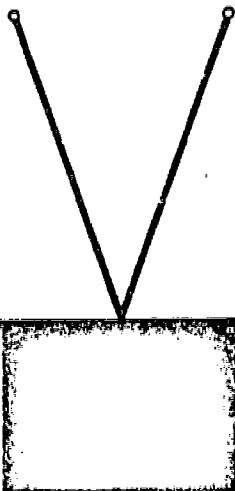
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TELEVISED SEGMENT



 **YOUR CHILD**

ED 073672

TEACHING YOUR CHILD: TELEVISED SEGMENT

Lanny E. Morreau, Project Director
Televised Parent Training Program

CEMREL, Inc.

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The completion of the program was accomplished with the assistance of Mr. Atlen L. Sova who coordinated production of the video-taped segment and produced all photographs, and Mr. Michael R. Crowe who completed the literature search and coordinated research activities. Throughout the development of this project, the preparation of materials, and the numerous revisions required for each evaluation, the staff was supported with secretarial competence by Miss Judy Haffenbredl. Editorial support on project documents was provided by Dr. Karen M. Hess and Mr. John G. Mihelic.

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PREFACE

The instructional model for the program on reinforcement strategies incorporates the conjunctive use of video-taped simulations and a programmed text.

The script for the video-taped segment is programmed to serve three functions: 1) to provide basic information relevant to the application of reinforcement procedures, 2) to provide models against which parents can evaluate their responses, and 3) to provide for the application of reinforcement procedures to samples of childrens' behavior and receive corrective feedback.

Minor differences between this script and the broadcast production originated as a consequence of 1) the time limitations for the composite program, and 2) the natural, spontaneous behavior of the children who participated in it.

The broadcast production, Teaching Your Child, was telecast by KTCA-TV for evaluation purposes in the Minneapolis region in December 1972.

CONTENTS

Introduction	1
Involvement Sequence	3
Objectives Sequence	6
Observing Behavior	9
Positive Reinforcement	12
Identifying Reinforcers	16
Arranging a Contract	20
Aversive Control	23
Punishment Vs. Reinforcement	25
Alternatives	28
Use of Punishment	34
Positive Behavior	36
Identifying Tasks	39
Task Size	42
Task Sequence	45
Step Size	49
Review	52
Credits	56
Pre-Test	57
Post-Test	61

SEGMENT: INTRODUCTION

CONCEPT: LEAD TO PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
		Living Room(LR)	
		White Mother 18 Mo.	
	:10		Wide shot of mother and child happily interacting
	:20		Bring in TITLE Card <u>TEACHING YOUR CHILD</u> Pan card slowly to <u>NEW METHODS FOR CHILD DEVELOPMENT</u>
	:04		Drop effects ZOOM to medium Close-up of mother child smiling
	:05		Match dissolve to still of above MCU
:44	:05		Dissolve to another still of same couple

CONCEPT: LEAD TO PROGRAM

VISUAL

mother and child happily interacting

Card TEACHING YOUR CHILD

ly to NEW METHODS FOR CHILD DEVELOPMENT

ZOOM to medium

mother child smiling

e to still of above MCU

nother still of same couple

AUDIO

Music up full

(Music under, Booth over)

BOOTH: Teaching Your Child

Pause

.....New Methods for Child Development

Music up full

Fade music quickly

Music under

Natural sound of happy child

Music under

Natural sound happy

SEGMENT: INTRODUCTION

CONCEPT: LEAD TO PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
	:05		Dissolve to - tight shot of mother and child
	:05		Mother talking to child - child replies
	:10		Mother tickles child - causes child to laugh
1:04			Fade to black quickly

CONCEPT: LEAD TO PROGRAM

VISUAL

shot of mother and child

child - child replies

- causes child to laugh

AUDIO

Music under

Natural sound

Music under

Natural sound

Music up full to establish and fade out

SEGMENT: INVOLVEMENT SEQUENCE

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:06		Up on studio cards Mother fondling child	BOOTH: Parent
	:05		Cut to card - Happy face of child Zoom in tight	
	:04		Cut to live shot - mother spanking child	Aversiv
	:04		Cut to card - Child crying (establish and zoom in tight on face)	Music c
		LR Black Mother 18 Mo.		
	:06		Dissolve to card - Mother fondling child	Natural
	:05		Dissolve to card - Happy face of child	Appropri
1:39	:05		Dissolve to card - Happy face of mother	

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE REINFORCEMENT

VISUAL	AUDIO
cards ing child	BOOTH: Parents teach their children in many ways
Happy face of child	
not - mother spanking child	Aversive music - up full
Child crying (establish and zoom in	Music out
rd - Mother fondling child	Natural sound
rd - Happy face of child	Appropriate happy talk
rd - Happy face of mother	

SEGMENT: INVOLVEMENT SEQUENCE

CONCEPT: CONTRAST PUNISHMENT WITH POS

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
	:04		Cut to live shot - Mother spanking child
	:03		Cut to card - Child crying
	:03		Cut to card - Mother unhappy
		LR Black Father 18 Mo.	
	:06		Dissolve to live shot - Father rolling ball to child
		LR Black Mother 18 Mo.	
	:05		Dissolve to card - Happy face of child
	:05		Dissolve to card - Mother looking at child's picture
	:04		Dissolve to card - Happy face of child
	:04		Dissolve to card - Mother holding child close
	:04		Dissolve to card - Happy face of child
	:03		Dissolve to card - Mother playing with baby
2:23	:03		Dissolve to card - Happy face of baby

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE REINFORCEMENT

VISUAL	AUDIO
Mother spanking child	Aversive music up full
crying	
or unhappy	Music out
Mother - Father rolling ball to child	Natural sound: Father and child playing happily
Happy face of child	
Mother looking at child's picture	
Happy face of child	
Mother holding child close	
Happy face of child	
Mother playing with baby	Natural sound: Mother making sounds with baby
lap of baby	

SEGMENT: INVOLVEMENT SEQUENCE

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE F

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR Black Father 18 Mo.		
	:03		Dissolve to card - Father walking toddler	Natur
	:03		Dissolve to card - Happy face of toddler	
	:04		Cut to card - Father shouting at child	Avers
		LR Black Mother 18 Mo.		
	:03		Cut to card - Sad face of child	
	:03		Cut to card - Mother spanking child	
	:03		Cut to card - Child crying (mouth wide)	
	:03		Cut to card - Mother hitting child's face	
	:03		Cut to card - Child wincing	
2:51	:03		Cut to black	Music

CONCEPT: CONTRAST PUNISHMENT WITH POSITIVE REINFORCEMENT

UAL

AUDIO

other walking toddler

Natural sound: Father talking with toddler

ppy face of toddler

shouting at child

Aversive music up full

e of child

spanking child

rying (mouth wide)

hitting child's face

incing

Music out

SEGMENT: OBJECTIVES SEQUENCE

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Father 3 Yr.		
	:30		Fade up on wide shot of father playing with child, building blocks establish shot and move in slowly. (Child happy)	BOOTH: The your on h hurt learn like show puni
	:03		Cut to studio card of father with questioning look	FATHER: But
3:31	:07		Cut to card of father with attentive look	BOOTH: Of c your him him
		LR White Mother 7 Mo.		

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT ALL AGES ARE LEARNING

VISUAL

e shot of father playing with child,
s establish shot and move in slowly.

card of father with questioning look

father with attentive look

AUDIO

BOOTH: The way you teach your child has an effect on your child now. It will also have an effect on how he learns later. (P) If children are hurt, they will not learn as well. Children learn best when parents show them that they like them and what they do. This program will show you how to teach your child without punishing him.

FATHER: But I'm not a teacher!

BOOTH: Of course you are... You are always teaching your child new things. Each time you talk to him or play a game with him you are teaching him something.

SEGMENT: OBJECTIVES SEQUENCE

CONCEPT: PARENTS ARE TEACHERS - CHILDREN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:04		Cut to card of mother with questioning look	MOTHER: Bu he
	:07		Dissolve to MCU of mother, infant in lap - child pushing on mother's fingers - mother russles child's hair	Na BOOTH: Ev th yo he
	:04	LR White Mother 2 Yr.	Cut to studio card of mother questioning look	MOTHER: Bu
4:06	:20		Dissolve to MCU of child on floor drawing a picture Several pictures around him Mother looking on approvingly - establish and move in slow to CU of Mother and child	Na BOOTH: Ye Bu by ca wi wa

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT ALL AGES ARE LEARNING

VISUAL	AUDIO
of mother with questioning look	MOTHER: But my boy's only a few months old, what can he learn?
MCU of mother, infant in lap - child mother's fingers - mother russles child's	Natural sound in background BOOTH: Even the smallest babies are learning new things. Your child learns from just being in your arms, grabbing at your fingers, or hearing your voice.
io card of mother questioning look	MOTHER: But won't he learn when he gets in school?
d on floor drawing a picture tures around him ing on approvingly - establish and move CU of Mother and child	Natural sound under BOOTH: Yes, he'll learn when he gets to school. (P) But you can help him get ready for school by teaching him at home. The more a child can do when he goes to school the better he will do in school. If you read to him, he will want to read. you play games with him, he

SEGMENT: OBJECTIVES SEQUENCE

CONCEPT: PARENTS ARE TEACHERS - CHILDREN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Cut to ECU of child's beaming face.	MOTHER

CONCEPT: PARENTS ARE TEACHERS - CHILDREN AT ALL AGES ARE LEARNING

VISUAL

child's beaming face.

AUDIO

will want to play school games. If he draws on paper and you tell him how good it is, he will want to draw and write.

Natural sound

MOTHER: That's a good picture.

Mix in happy replies (giggle, etc.)

SEGMENT: OBSERVING BEHAVIOR

CONCEPT: BE SPECIFIC WHEN DESCRIBING BE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		White Mother 18 Mo.		
	:04		Dissolve to MCU of child playing with blocks on floor	BOOTH:
	:03		Dissolve to card of child walking	
	:03		Dissolve to card of child building with blocks	
			Dissolve back to MCU of child on floor stacking blocks (5 high)	BOOTH:
	:12		Child looks at stack SUPER ANSWER PROMPT Card <u>ANSWER QUESTION 1</u>	
4:38	:10		(Allow 10 seconds) DROP SUPER MCU of child	BOOTH:

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEHAVIOR

VISUAL

AUDIO

child playing with blocks on floor

BOOTH: We can tell that children are learning by watching the changes in the things they do.

child walking

They learn to walk.

child building with blocks

They learn to play with blocks.

U of child on floor stacking

BOOTH: Be able to say exactly what your child does. (P)

Let's watch a child at play. When you see the words, "Answer question one" on the screen, write your answer on a piece of paper and see if you agree with the answer that follows.

*What would you say this child is doing?
(Allow 10 seconds)

BOOTH: He is stacking blocks. (P) You could add even more to your description by saying how many blocks he stacked. (P)

QUESTION 1

SEGMENT: OBSERVING BEHAVIOR

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEH

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:04		Dissolve to MCU of child drawing on paper SUPER ANSWER PROMPT Card <u>ANSWER QUESTION 2</u> (Allow 12 seconds) Same shot DROP SUPER	BOOTH: BOOTH:
5:02	:20		SUPER ANSWER PROMPT Card <u>ANSWER QUESTION 3</u> (Allow 10 seconds) DROP SUPER Same shot - Parent enters and praises child	BOOTH:

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEHAVIOR

VISUAL	AUDIO
<p>MCU of child drawing on paper</p> <p>PROMPT</p> <p><u>OVER QUESTION 2</u></p>	<p>BOOTH: *What would you say this child is doing?</p> <p>(Allow 12 seconds)</p>
<p>onds)</p> <p>PROMPT</p> <p><u>OVER QUESTION 3</u></p>	<p>Pause. (Until super is dropped)</p> <p>BOOTH: If you wrote "the child is drawing a picture" you are well on your way to being able to describe what your child does. (P) It also helps if you know how many times your child does something. The child we were watching on the screen drew several pictures. *If you are going to say what he did, how many pictures would you say he drew?</p> <p>(Allow 10 seconds)</p>
<p>onds)</p> <p>arent enters and praises child</p>	<p>(Pause) Natural sound under</p> <p>BOOTH: The child completed one picture. You might have looked at the other pieces of paper and</p>

SEGMENT: OBSERVING BEHAVIOR

CONCEPT: BE SPECIFIC WHEN DESCRIBING

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			Mother admires pictures and attaches to wall
			Fade black

CONCEPT: BE SPECIFIC WHEN DESCRIBING BEHAVIOR

SUAL

AUDIO

res and attaches to wall

found that he drew three pictures. He would probably draw more pictures or draw pictures more often if his mother or father showed him that they liked them. Parents can do this by putting the child's pictures on the wall, by telling him he did a nice job, or by just showing him that they are excited about his pictures.

SEGMENT: POSITIVE REINFORCEMENT

CONCEPT: BEHAVIOR INCREASES IF IT IS FIL

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
		Kitchen(K)	
		Black Mother 18 Mo.	
	:05		Up on wide shot of child stacking cans
	:10		Mother enters
	:07		Mother sits by child (smiling); stacks cans with him
			SUPER ANSWER PROMPT
			Card <u>ANSWER QUESTION 4</u>
			Allow 6 seconds
			DROP SUPER
5:36	:12		Pull back to wide shot

CONCEPT:

BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL

AUDIO

e shot of child stacking cans

Natural sound under

BOOTH: Children do things more often if something nice happens immediately after they do it.

ters

Natural sound up full

MOTHER: That's very good.

ts by child (smiling); stacks cans with him

BOOTH: Children learn a lot from stacking objects.

VER PROMPT

They learn sizes, colors, and shapes. *Will this child stack objects more often because of what his mother did?

ANSWER QUESTION 4

(Allow 6 seconds)

conds

to shot

BOOTH: Yes, this child will continue to stack the

SEGMENT: POSITIVE REINFORCEMENT

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			Mother gets up, walks away, child continues to stack - Move in to MCU
	:02		Fade black
		Living Room	
		Black Mother 18 Mo.	
6:08	:30		Up on MCU mother child Mother holds child close and smiles Sweet talk, child's sounds
		LR Black Mother 7 Mo.	

BOOTH:

CEMENT

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL

her gets up, walks away, child continues to stack -
e in to MCU

e black

on MCU mother child

her holds child close and smiles

at talk, child's sounds

AUDIO

objects because his mother did something he
liked after he stacked them. She sat by him,
smiled, and told him she liked what he did.

Natural sound under

BOOTH: You can tell your child what you like by the
things you do or say to him when he does them.
Ⓟ There are many ways you can tell your child
you like something he does. A child knows he
is doing something you like when you hold him
close after he has done it. Your smile also
tells your child you like what he is doing.

SEGMENT: POSITIVE REINFORCEMENT

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWS

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:15	LR Black Father 3 Yr.	Cut to wide shot Baby in crib or couch - mother stands over Child reaches for her Mother coos and laughs	BOOTH
	:20	Kitchen Black Mother 18 Mo.	Cut to wide - Father with older child drawing picture Father points to features of picture - talks to child	BOOTH FATHER
6:58	:15		Cut to wide Mother and child in kitchen - child with pans Establish and move in to MCU Child bangs pans and talks	BOOTH

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL

ouch - mother stands over

her

laughs

her with older child drawing picture

features of picture - talks to child

in kitchen - child with pans

e in to MCU

AUDIO

Natural sound under

BOOTH: You even let your baby know what you like when
you laugh with him or make the same sounds
he makes.

Natural sound up full

Natural sound under

BOOTH: With older children you can tell them that
you like what they are doing.

Natural sound up full

FATHER: Hey, that's a great job.

Natural sound up full 7 seconds

Natural sound under

BOOTH: You can help your children learn to talk by
repeating the sounds they make. *Is the

SEGMENT: POSITIVE REINFORCEMENT

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY A PRAISER

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	BOOTH:
	:05		<p>Mother does not respond (Mother ignores child)</p> <p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 5</u></p>	
	:17		<p>Allow 6 seconds</p> <p>DROP SUPER</p> <p>Child continues to play</p> <p>Makes no sounds</p> <p>SUPER RULE</p>	
7:25	:05		<p><u>IF GOOD THINGS HAPPEN HE'LL DO IT MORE</u></p> <p>Fade to black</p>	

CONCEPT: BEHAVIOR INCREASES IF IT IS FOLLOWED BY AN EVENT THAT THE CHILD ENJOYS

VISUAL	AUDIO
<p>not respond (Mother ignores child)</p>	
<p>PROMPT</p>	
<p><u>QUESTION 5</u></p>	<p>mother in this picture teaching her child to talk by doing something he likes after he makes new sounds?</p>
	<p>(Allow 6 seconds)</p>
	<p>Natural sound up full</p>
	<p>BOOTH: No, but she could help her child learn to</p>
<p>s to play</p>	<p>talk by listening to what he says and by</p>
	<p>repeating the sounds he makes. Children</p>
	<p>like to hear their parents repeat their sounds</p>
<p><u>HAPPEN HE'LL DO IT MORE</u></p>	<p>She should also look right at her child when</p>
	<p>she talks to him.</p>
	<p>Natural sound up full.</p>
	<p>Audio cut</p>

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT: THINGS THEY SAY THEY LIKE



REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING, BY NOTING THE THINGS THEY SAY THEY LIKE

16

CONCEPT:

UAL

AUDIO

child with many toys around her

(establish and zoom to MCU)

Natural sound under

BOOTH: Your child is very special and will like things other children do not like. Your child tells you what he likes in his own special way.

If children like to do something, they do it often.

If children like something, they ask for it.

Natural sound up full

ks by mother

CHILD: Can I have a cookie?

Natural sound under

BOOTH: If children like to do something, they will be happy or excited when they do it.

okie

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT:

REINFORCERS CAN BE SELECTED BY WHAT
THEY DO SOMETHING, BY NOTICING HOW
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:20		Child responds excitedly as they walk off. Fade black	CHILD: MOTHER:
	:15		Up from black Mother and child return from walk	BOOTH:
			Mother puts arms around child - holds her close.	CHILD: L
8:50	:20		Cut to child rolling ball (wide)	BOOTH: Y

REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING, BY NOTING THE THINGS THEY SAY THEY LIKE

17

CONCEPT:

VISUAL	AUDIO
excitedly as they walk off.	<p>Natural sound full</p> <p>CHILD: Mommy, can we go for a walk?</p> <p>MOTHER: O.K. (pause) Get your coat.</p> <p>Fade audio</p>
return from walk	<p>Natural sound full (establish)</p> <p>Natural sound under</p> <p>BOOTH: If children like something, they may tell you they like it.</p>
around child - holds her close.	<p>CHILD: Did you see the squirrel, Mommy? (laughing)</p> <p>Wasn't he funny?</p>
ing ball (wide)	<p>BOOTH: You can find out what your child likes by watching what he does the most, by watching how he acts when you do things with him, and by listening to what he says.</p>

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT:

REINFORCERS CAN BE SELECTED BY WATCH
THEY DO SOMETHING, BY NOTICING HOW O
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:10		Move in to MCU child rolling ball	Wa en Na
	:15		Mother rolls ball with child	Na (sm
	:10		Child picks up book and walks to mother, mother holds close, stands up	CHILD: Wil MOTHER: O.K
9:40	:15		Widen out - Mother takes book, goes to couch, child crawls on mother's lap, mother reads -- child happily responding SUPER ANSWERS PROMPT Card <u>ANSWER QUESTION 6</u> (Allow 15 seconds) DROP SUPER SUPER ANSWER	Nat CHILD: HAP Nat BOOTH: *Wh (A1 BOOTH: Thi

REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING - BY NOTING THE THINGS THEY SAY THEY LIKE

18

CONCEPT:

SUAL

AUDIO

rolling ball

Watch for four other things that this child enjoys.

Natural sound full

th child

Natural sound full

(small talk)

and walks to mother, mother

up

CHILD: Will you read me a book?

MOTHER: O.K. Is this the one you want?

akes book, goes to couch, child

Natural sound under

ap, mother reads -- child

CHILD: HAPPY STATEMENT ABOUT BOOK

Natural sound under (Mother reading)

BOOTH: *What are four things this child enjoys doing?

(Allow 15 seconds)

TION 6

BOOTH: This child likes to play with the ball, she

SEGMENT: IDENTIFYING REINFORCERS

CONCEPT:

REINFORCERS CAN BE SELECTED BY
THEY DO SOMETHING, BY NOTICING
THINGS THEY SAY THEY LIKE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			<p>Super -- <u>SHE LIKES TO</u></p> <ul style="list-style-type: none">-PLAY BALL-HAVE MOTHER HOLD HER-HEAR NICE THINGS<u>-HAVE MOTHER READ TO HER</u>

REINFORCERS CAN BE SELECTED BY WATCHING THE WAY CHILDREN ACT, BY NOTING HOW OFTEN THEY DO SOMETHING, BY NOTICING HOW OFTEN THEY ASK FOR SOMETHING, BY NOTING THE THINGS THEY SAY THEY LIKE

CONCEPT:

UAL

AUDIO

HOLD HER
HINGS
READ TO HER

likes to have her mother hold her, she likes to have her mother say nice things about her, and she likes to read with her mother. Knowing what her child likes this mother could begin teaching many new things. When her child does something new, she could do something the child enjoys.

SEGMENT: ARRANGING A CONTRACT

CONCEPT: TELL THE CHILD WHAT YOU WANT AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
10:20	:40	LR Black Mother 3 Yr.	<p>Cut to child (wide) playing with toys</p> <p>(Toys all around) Child continues to play with toys until mother enters</p> <p>Mother enters and approaches child</p>	<p>Nat</p> <p>Nat</p> <p>BOOTH: You</p> <p>he</p> <p>say</p> <p>pic</p> <p>don</p> <p>not</p> <p>know</p> <p>ask</p> <p>he</p> <p>wit</p> <p>*Le</p> <p>tea</p> <p>MOTHER: (NA</p> <p>thi</p>

CONCEPT: TELL THE CHILD WHAT YOU WANT AND WHAT WILL HAPPEN WHEN IT'S DONE

SUAL

AUDIO

playing with toys

child continues to play with toys

Natural sound full 5 seconds

Natural sound under

BOOTH: Your child should know what will happen after he does what you ask him to do. You might say to your child, "When you get your toys picked up, we'll go for a walk." When it is done, always do what you said you would. Do not ask for too much. Be sure your child knows what you want. After he does what you've asked, make sure that he gets to do something he likes. It helps if you start the activity with him.

*Let's watch this mother and see if she is teaching her child.

Natural sound full

MOTHER: (NAME OF CHILD) It's time to put your things away.

SEGMENT: ARRANGING A CONTRACT

CONCEPT: TELL THE CHILD WHAT YOU WANT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother helps the child put a few objects in the box	CHILD: I
				MOTHER: (I
				wa
			Mother leaves	
	:20		Child picks up toys	
			Mother enters and praises child for effort - holds	MOTHER: Ye
			child in arms	ye
			Child watches TV - LOOKS HAPPY	BOOTH: *D
			SUPER ANSWER PROMPT	(A
			Card <u>ANSWER QUESTION 7</u>	
			(Allow 6 seconds)	BOOTH: Ye
			DROP SUPER	to-
11:00	:20		Child playing with toys - mother in - appears to	the
			instruct child - child picking up toys.	en

CONCEPT: TELL THE CHILD WHAT YOU WANT AND WHAT WILL HAPPEN WHEN IT'S DONE

VISUAL

AUDIO

child put a few objects in the box

Natural sound

CHILD: I want to watch TV.

MOTHER: (Firmly) Put your toys away, then you can watch TV.

praises child for effort - holds

MOTHER: You did a good job, (NAME OF CHILD). Now you can watch TV.

LOOKS HAPPY

BOOTH: *Did this mother teach her child?

(Allow 6 seconds

QUESTION 7

toys - mother in - appears to

child picking up toys.

BOOTH: Yes, this mother did not ask her child to do too much. After the child picked up the toys the mother let the child do something she enjoyed. The mother also held her close

SEGMENT: ARRANGING A CONTRACT

CONCEPT: TELL THE CHILD WHAT YOU WANT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			Fade black

CONCEPT: TELL THE CHILD WHAT YOU WANT AND WHAT WILL HAPPEN WHEN IT'S DONE

VISUAL

AUDIO

and told her what a nice job she had done.

In the future, the child is more likely to
pick up her toys without being asked.

SEGMENT: AVERSIVE CONTROL

CONCEPT: DON'T HIT - DON'T HURT - BE COOL -

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Kitchen		
		White Mother 3 Yr.		
			Cut in to wide shot of child running - throwing pans	Natura booth
				BOOTH: Childre
				We all
				angry w
				childre
				member.
				they l
				things.
				are hur
				Natural
	:30		Mother enters shouting	
			Child continues	MOTHER: Stop th
			Mother hits child on face and looks angry	
			Mother threatens child	CHILD: (Cries
11:37	:07		SUPER ANSWER PROMPT	BOOTH: Is this

CONCEPT: DON'T HIT - DON'T HURT - BE COOL - BE FAIR.

VISUAL

shot of child running - throwing pans

shouting

es

child on face and looks angry

ens child

PROMPT

AUDIO

Natural sound to establish - then under for booth

BOOTH: Children do not learn well when they are hurt. We all get angry sometimes. Children get angry with parents and parents get angry with children. We should try to keep cool. Remember, children learn best when something they like happens right after they do new things. They do not learn as well when they are hurt.

Natural sound full

MOTHER: Stop that!

CHILD: (Cries and shouts) You witch.

BOOTH: Is this mother helping her child?

SEGMENT: AVERSIVE CONTROL

CONCEPT: DON'T HIT - DON'T HURT - BE C

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
11:47	:10		<p>Card <u>ANSWER QUESTION 8</u></p> <p>(Allow 6 seconds)</p> <p>DROP SUPER</p> <p>Dissolve to still of child crying</p>

BOOTH: N

CONCEPT: DON'T HIT - DON'T HURT - BE COOL - BE FAIR

VISUAL

ANSWER QUESTION 8

conds)

still of child crying

AUDIO

(Allow 6 seconds)

Natural sound full

BOOTH: No, children may not want to learn when they are crying. This child may want to stay away from her mother. (P) Children learn best when they are happy and their parents are happy with them.

SEGMENT: PUNISHMENT VERSUS REINFORCEMENT

CONCEPT: CONTRAST POSITIVE REINFORCEMENT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:15		<p>Child with pans and ball</p> <p>Hold above through first sentence.</p> <p>Dissolve to shot of child banging pans - mother enters and talks to child -- child continues banging. Mom removes one pan -- child puts ball in remaining pan.</p>	BOOTH:
12:32	:30		<p>Dissolve to child banging floor with wooden hammer</p> <p>Mother enters -- Gives child a pegboard</p> <p>Child hits box - peg board</p> <p>SUPER RULE</p> <p><u>DON'T HIT, DON'T HURT</u></p>	BOOTH: MOTHER: BOOTH:

CEMENT CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND PUNISHMENT

VISUAL

pan and ball

above through first sentence.

ve to shot of child banging pans - mother

and talks to child -- child continues

g. Mom removes one pan -- child puts

n remaining pan.

o child banging floor with wooden hammer

ers -- Gives child a pegboard

box - peg board

DON'T HURT

AUDIO

Natural sound under

BOOTH: How could she have handled this better? First the mother could have calmly told the child that she didn't want her to bang the pans. If she continued to hit them, the mother could remove the pans and return them at another time. If her mother removed the pans every time she hit them, the child would soon learn that her mother did not like what she was doing.

BOOTH: Let's watch the same mother using a different approach. Do you think this child will learn what the mother likes?

MOTHER: That's fine, hit the pegs with your hammer.

Natural sound under

BOOTH: Yes, the child did as the mother asked and

SEGMENT: PUNISHMENT VERSUS REINFORCEMENT

CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				then -
				and s
			Fade black	happi
		Pictures		
13:12	:40		Cut to studio cards:	(Sour
			Mother angry - shouting	sound
			Child wincing	BOOTH: When
			Child crying	well.
			Mother spanking child	seem
			Child trying to hit mother	not w
			Child kicking mother	Even
			Child throwing vase (at camera)	are h
			Mother spanking child	often
			Child crying	to fi
			Child's face (sad)	at yo
			Mother's face (sad)	thing
			Mother angry - shouting at child	to ge

CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND PUNISHMENT

SUAL

AUDIO

then the mother said something nice to her
and smiled. (P) This child is learning to live
happily in her family.

(Sound effects under -- aversive rhythmic
sounds up)

BOOTH: When your child is hurt, he doesn't learn very
well. He may stop trying to learn. He may
seem "good," but he doesn't do much. He may
not want to be around someone who hurts him.
Even adults don't like to do things when they
are hurt. Adults may fight back. Children
often do the same thing. Your child may try
to fight back by hitting you or by shouting
at you. He may try to hurt you by breaking
things or by hitting his brother or sister
to get even.

SEGMENT: PUNISHMENT VERSUS REINFORCEMENT

CONCEPT: CONTRAST POSITIVE REINFORCEMENT

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			<p>Child shouting at mother</p> <p>Mother hitting child on face</p> <p>Child wincing</p> <p>Child crying</p> <p>Child's face (sad - long duration)</p> <p>Mother's face (sad - long duration)</p> <p>Fade black slowly</p>

CONCEPT: CONTRAST POSITIVE REINFORCEMENT AND PUNISHMENT

VISUAL

at mother
child on face

ad - long duration)
sad - long duration)

ly

AUDIO

You may have to spank him over and over again
since he may keep doing things you don't like.
Soon you will be hitting him all the time.
Your child won't be happy; you won't be happy.
Sound out

SEGMENT: ALTERNATIVES

CONCEPT: CHILDREN CAN LEARN WHAT WE DON

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room		
		White Mother 3 Yr. 18 Mo.		
			Quickly cut to MCU of two children playing	Five
			Children start fighting	BOOTH: Ther
			Mother enters	you
				hurt
				a pr
				Natu
13:57	:45			MOTHER: (NAM
				you
				each
			Children stop for a moment and then start fighting again	
			Mother takes one child to chair, clearly away from toys or play area, other child to different room	MOTHER: (NAM
				CHIL
				In a

CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

NCEPT:

UAL

AUDIO

two children playing

ng

Five seconds to establish

BOOTH: There are many ways you can show your child
you don't like something he does without
hurting him. Let's watch this mother handle
a problem in three different ways.

Natural sound up full

MOTHER: (NAMES OF CHILDREN) If you keep fighting,
you will have to sit on the chairs away from
each other.

oment and then start fighting

d to chair, clearly away from

her child to different room

MOTHER: (NAME OF CHILD) You sit here, and (NAME OF
CHILD), you sit in the kitchen.

In a few minutes you can play again. But,

SEGMENT: ALTERNATIVES

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T L

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:08		Children sitting in rooms SUPER ANSWER PROMPT Card <u>ANSWER QUESTION 9</u> (Allow 6 seconds) DROP SUPER	if y chai BOOTH: Did (All
	:20		Mother takes children back to play area. Children play together, mother leaves SUPER RULE <u>TIME AWAY FROM SOMETHING GOOD</u> Fade black Up on wide shot children fighting, establish, Mother enters shouting	BOOTH: Yes, them didn ren thing thoug time Natur
14:50	:25			MOTHER: Damm anyth

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

UAL

AUDIO

if you fight, you'll have to sit on the
chairs.

ooms

BOOTH: Did she handle the problem well?

(Allow 6 seconds)

ION 9

back to play area. Children
leaves

BOOTH: Yes, she did not hurt the children, she took
them away from something they liked, and she
didn't take them away for a long time. Child-
ren can learn from being taken away from some-
thing they like for a few minutes. Remember,
though, a little time away seems like a long
time to children.

ING GOOD

ren fighting, establish,

Natural sound under

MOTHER: Dammit, (NAME OF CHILD), can't you ever do
anything right? You're so dumb.

SEGMENT: ALTERNATIVES

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T L

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			<p>Mother continues - shakes child (Bring in answer super)</p> <p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 10</u></p> <p>(Allow 6 seconds)</p> <p>DROP SUPER</p> <p>SUPER RULE</p> <p><u>DON'T HIT - DON'T HURT</u></p> <p>DROP SUPER</p> <p>Children start fighting again (establish, then mother enters)</p> <p>Approaches children - breaks it up gently; points out paper-pen on floor</p> <p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 11</u></p> <p>(Allow 6 seconds)</p> <p>DROP SUPER</p> <p>Children playing with trucks</p>	<p>BOOTH: *Did</p> <p>(AI</p> <p>BOOTH: No,</p> <p>at t</p> <p>to b</p> <p>Natu</p> <p>MOTHER: (NAM</p> <p>Don't</p> <p>truc</p> <p>figh</p> <p>a wa</p> <p>BOOTH: *Did</p> <p>(All</p>
15:30	:40			

CONCEPT:

CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL

AUDIO

shakes child (Bring in answer super)

BOOTH: *Did this mother handle the problem well?

(Allow 6 seconds)

STION 10

BOOTH: No, children are hurt when their parents shout at them, and no one, including a child, likes to be called names like "dummy" or "stupid."

URT

Natural sound under

ting again (establish, then mother

MOTHER: (NAME OF CHILDREN) (Firm voice; not shout)

- breaks it up gently; points

Don't fight in the house -- play with your trucks or draw together. (P) If you don't fight while you're playing, we'll all go for a walk when I finish ironing.

oor

STION 11

BOOTH: *Did this mother handle the problem well?

(Allow 6 seconds)

th trucks

SEGMENT: ALTERNATIVES

CONCEPT: CHILDREN CAN LEARN WHAT WE DO

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			<p>SUPER RULE</p> <p><u>FIND SOMETHING ELSE TO DO</u></p> <p>DROP SUPER</p>	<p>BOOTH: Yes</p> <p>four</p> <p>the</p> <p>the</p> <p>thi</p>
		<p>Kitchen</p> <p>White Mother 7 Mo.</p>	<p>Dissolve to MCU -- child at table banging and throwing food</p> <p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 12</u></p> <p>(Allow 6 seconds)</p> <p>DROP SUPER</p>	<p>Est</p> <p>BOOTH: Sup</p> <p>him</p> <p>thr</p> <p>(A</p> <p>Nat</p> <p>Sou</p> <p>BOOTH: Yes</p> <p>out</p> <p>food</p>

CONCEPT:

CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL

AUDIO

TO DO

BOOTH: Yes, she did not hurt the children. She found something that they could do to keep them from fighting. She told them that if they played well together, they could do something they enjoyed.

child at table banging and throwing

Establish natural sound

BOOTH: Suppose this is your child. *Could you teach him not to throw food by telling him not to throw it and then removing him from the table? (Allow 6 seconds)

Natural sound full

Sound under

BOOTH: Yes, you could remove him from the table without hurting him. You could also remove the food, (P) or if he were older, you could tell

STION 12

SEGMENT: ALTERNATIVES

CONCEPT: CHILDREN CAN LEARN WHAT WE DON

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
16:15	:45	Pictures	<p>Dissolve to studio card</p> <p>HAPPY CHILD'S FACE Child building blocks</p> <p>HAPPY CHILD'S FACE Child drawing pictures</p> <p>HAPPY CHILD'S FACE Child putting toy away</p> <p>HAPPY CHILD'S FACE Parent reading with child</p> <p>HAPPY CHILD'S FACE Mother-baby holding fingers</p>

BOOTH: L

CONCEPT:

CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL

AUDIO

him that he has to get down. If you did one of these things, he would soon learn not to throw things at the table. Remember though, this would only work if the child wanted to eat. If a child doesn't want to do something he may be happy to get away from it and will do more things you don't like.

BOOTH: Let's review what we've talked about so far:

Your child will learn new things each day.
Even babies are learning. You can make your child happy while you teach him.
You know how to find what your child likes.
You know that children learn to do things more often if something nice happens after they do them.
You know that if you hurt or hit your child

SEGMENT: ALTERNATIVES

CONCEPT: CHILDREN CAN LEARN WHAT WE DO

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			Fade black

CONCEPT: CHILDREN CAN LEARN WHAT WE DON'T LIKE IN MANY WAYS

VISUAL

AUDIO

he may not learn as well.

Music up.

SEGMENT: USE OF PUNISHMENT

CONCEPT: SOMETIMES YOU MUST HURT TO STOP

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Outdoor Street		
		Black Father 3 Yr.		
			Child playing by street	BOOTH:
			Child runs out into street without looking	BOOTH:
17:05	:50		SUPER ANSWER PROMPT	
			Card <u>ANSWER QUESTION 13</u>	

PT: SOMETIMES YOU MUST HURT TO STOP A CHILD FROM HURTING HIMSELF OR OTHERS

AUDIO

BOOTH: If a child is going to hurt himself or others, you may have to stop what he is doing fast. For example, you don't let your child touch a fire. If he keeps reaching for it, you may have to swat his hand. He learns that reaching for fire hurts. You keep him from hurting himself.

t without looking

BOOTH: *If this were your child running out into the street, would you swat her on the rear?
(Allow 6 seconds)

SEGMENT: USE OF PUNISHMENT

CONCEPT: SOMETIMES YOU MUST HURT TO STC

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			(Allow 6 seconds) Parent getting child, swats on rear - talking to child DROP SUPER (LATER)	BOOTH:
			Child playing on sidewalk -- away from street	BOOTH:
			Child playing on sidewalk - parent saying	FATHER:

CONCEPT: SOMETIMES YOU MUST HURT TO STOP A CHILD FROM HURTING HIMSELF OR OTHERS

JAL

AUDIO

swats on rear - talking to

BOOTH: Yes, you may want to swat the child right then. She would be hurt much worse if she were hit by a car. She must learn fast that running out in the street without looking may hurt her. Don't swat her so hard that she won't understand how a car could possibly hurt her worse.

walk -- away from street

BOOTH: After swatting her, you should tell her not to run into the street. Watch her, and if she doesn't go into the street, you should tell her you like the way she plays on the sidewalk. Look for good things your child does and tell her you like them.

walk - parent saying

Natural sound full

FATHER: You are playing where you should be (NAME OF CHILD); that's real good.

SEGMENT: POSITIVE BEHAVIOR

CONCEPT: WATCH FOR SOMETHING GOOD AND TELL

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room		
		Black Father Mother 18 Mo. 3 Yr.		
			Dissolve to MCU child drawing on paper on the floor (establish and tighten) -- two children in scene	BOOTH: Child we l our c will helpi Natur
			Enter father	FATHER: That'
17:50	:45		Other child (boy) playing with blocks	FATHER: Can I
			Father approaches child	
			Child responds smiling	
			Enter - mother - approaches first child (girl), sits by her, and looks at the book with her. Then mother says	MOTHER: That' CHILD: Three

CONCEPT: WATCH FOR SOMETHING GOOD AND TELL THE CHILD

VISUAL

AUDIO

child drawing on paper on the
and tighten) -- two children in

BOOTH: Children, even babies, do many things that
we like. If we watch for these things and let
our children know we like what they do, they
will do them more often. These parents are
helping their children learn.

Natural sound up full

FATHER: That's a great picture, (NAME OF CHILD).

playing with blocks
child

FATHER: Can I build something with you?

iling

approaches first child (girl),

MOTHER: That's a lot of birds. How many are there?

look at the book with her. Then

CHILD: Three.

SEGMENT: POSITIVE BEHAVIOR

CONCEPT: WATCH FOR SOMETHING GOOD AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			<p>Mother responds to child holding close and smiling to child with blocks</p> <p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 14</u></p> <p>(Allow 6 seconds)</p> <p>Child playing with blocks</p> <p>DROP SUPER</p> <p>Parent in - sits down with child - begins to build with him.</p> <p>MCU - child smiling</p>	<p>BOOTH:</p> <p>BOOTH:</p>
18:20	:30			

CONCEPT:

WATCH FOR SOMETHING GOOD AND TELL THE CHILD

VISUAL

to child holding close and smiling

blocks

DMPT

QUESTION 14

s)

with blocks

s down with child - begins to build

ling

AUDIO

BOOTH: *If this were your child, could you help him learn to stack blocks by telling him you liked what he did?

(Allow 6 seconds)

BOOTH: Yes, if you tell your child you like what he did, or if you do something the child likes after he stacks blocks, he will stack them more often. Children do things that we like many times, but we don't notice. Learn to look for things your children do that you want them to do more often. Then, let your children know you like what they are doing. Don't pay attention to small things you don't

SEGMENT: POSITIVE BEHAVIOR

CONCEPT: WATCH FOR SOMETHING GOOD AND

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
			Fade to black

CONCEPT: WATCH FOR SOMETHING GOOD AND TELL THE CHILD

VISUAL

AUDIO

like. If you ignore little things your child
may stop doing them. If you nag him, he may
actually do them more often.

SEGMENT: IDENTIFYING A TASK

CONCEPT: START WITH SOMETHING THE CHILD

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Mother 18 Mo.		
	:05		Dissolve to studio card picture of child and mother helping put on sock	BOOTH: All
			Dissolve to <u>card</u>	thi
	:05		Child putting on shoes - mother helps	by
			Dissolve to <u>card</u>	get
18:35	:05		Child putting on pants	We
			Dissolve to <u>card</u>	hel
			Child looking at book	lea
			Dissolve to <u>card</u>	You
			Child stacking blocks	Ther
		LR White Mother 7 Mo.		it v
			Dissolve to mother and baby - baby plays with mother's fingers	Natu
			SUPER ANSWER PROMPT	BOOTH: *Sho
				walk
				(All

CONCEPT: START WITH SOMETHING THE CHILD CAN DO

VISUAL

io card picture of child and mother

ock

shoes - mother helps

pants

book

locks

er and baby - baby plays with mother's

AUDIO

BOOTH: All parents want to teach their children new things. We want them to learn to do things by themselves -- things like picking up toys, getting dressed, or pouring their own milk. We also want them to learn things that will help them when they go to school. Children learn faster if we start with something easy. You should find something your child can do. Then help him to do it better. When ne can do it well, you should start on something new. Natural sound under

BOOTH: *Should this mother teach her child how to walk?

(Allow 6 seconds)

SEGMENT: IDENTIFYING A TASK

CONCEPT: START WITH SOMETHING THE CHILD CAN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
19:50	1:15		<p>Card <u>ANSWER QUESTION 15</u></p> <p>(Allow 6 seconds)</p> <p>DROP SUPER</p> <p>Mother holds rattle out and interacts - child making sounds</p> <p>Mother laughing with child</p>

Natura
BOOTH: No, th
mother
sounds
(AUDIO
She co
reach
front
If the
make n
she co
someth
laugh

CONCEPT:

START WITH SOMETHING THE CHILD CAN DO

VISUAL

AUDIO

QUESTION 15

le out and interacts - child making

Natural sound under

BOOTH: No, this child is too young to walk, but this mother could teach her child to make more sounds by repeating the sounds he makes.

(AUDIO OF MOTHER-CHILD VERBAL INTERACTION)

She could also start to teach her child to reach for objects by holding an object in front of him and letting him reach for it.

ith child

If the mother were teaching her child to make more sounds or to reach for an object, she could help him to learn better by doing something he likes such as tickling or laughing when he did one of these things.

SEGMENT: IDENTIFYING A TASK

CONCEPT: START WITH SOMETHING THE CHILD CAN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Father 7 mo.		
			Pan to child playing on floor with ball and rattle	Natural
			Father enters	BOOTH: Let's w somethi-
20:30	:40		Puts ball down out of reach	Natural
			Child gets ball - father hugs him	FATHER: Get the
			Fade black	Big boy
			SUPER ANSWER PROMPT	BOOTH: *Did th ready t
			Card <u>ANSWER QUESTION 16</u>	(Allow
			(Allow 6 seconds)	Yes, t
			DROP SUPER	ready t things hand, c saying, Remembe he is

CONCEPT: START WITH SOMETHING THE CHILD CAN DO

VISUAL

AUDIO

ing on floor with ball and rattle

Natural sound under

BOOTH: Let's watch this father to see if he finds something the child is ready to do.

t of reach

Natural sound full

father hugs him

FATHER: Get the ball.

Big boy! Big boy!

BOOTH: *Did the father find something the child was ready to do?

(Allow 6 seconds)

Yes, this father found something the child was ready to do. He could have done many different things like having him reach for a toy in his hand, or covering the ball with a blanket and saying, "Where's the ball?"

Remember, begin teaching your child something

he is ready to do

QUESTION 16

SEGMENT: TASK SIZE

CONCEPT: LOCATE THE FIRST STEP - DON'T AS

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Mother 18 Mo.	Up on child standing in diaper - clothes on bed - child attempting to dress himself	Esta BOOTH. Alwa to l to w not pict do r firs ask shou next not all. Natu
			Mother enters - points to child	MOTHER: (lou and
			SUPER ANSWER PROMPT	

CONCEPT: LOCATE THE FIRST STEP - DON'T ASK FOR TOO MUCH

VISUAL

AUDIO

g in diaper - clothes on bed -

dress himself

Establish

BOOTH. Always start with the first thing a child has to learn to do. You would not ask your child to walk before he can stand. You would also not ask your child to tell you what was in a picture until he can talk. We all like to do things well. So does your child. The first time you ask for something you should ask for a little bit. When he does it, you should let him do something he likes. The next time, ask for a little bit more. It will not be long before he will be able to do it all.

Natural sound up full

nts to child

MOTHER: (loudly) You can dress yourself, hurry up and get your clothes on.

SEGMENT: TASK SIZE

CONCEPT: LOCATE THE FIRST STEP - DON'T AS

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Card <u>ANSWER QUESTION 17</u> (Allow 6 seconds) DROP SUPER	BOOTH: *Wi (A) Natu BOOTH: No, did that whol part
22:00	1:30		SUPER ANSWER PROMPT Card <u>ANSWER QUESTION 18</u> (Allow 6 seconds) DROP SUPER Mother enters	*If lear sock time (All BOOTH: No, piec such

CONCEPT:

LOCATE THE FIRST STEP - DON'T ASK FOR TOO MUCH

VISUAL

AUDIO

QUESTION 17

BOOTH: *Will this child learn to dress himself?

(Allow 6 seconds)

Natural sound under

BOOTH: No, probably not for a long time. This mother did not start with the first step, something that he could do. She asked him to do the whole thing before he learned to do the first part.

*If this were your child, would you help him learn to dress himself by giving him his socks, his shirt, and his pants at the same time?

(Allow 6 seconds)

BOOTH: No, but you could show him how to put on one piece of clothing and do something he likes such as hug him, laugh with him, or tickle him

QUESTION 18

SEGMENT: TASK SIZE

CONCEPT: LOCATE THE FIRST STEP - DON'T ASK

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
				when h
				child
			Mother putting sock on child's foot up to heel --	Natura
			laughing with him, talking to him.	
			Mother says,	MOTHER: Come o
				socks.
			Mother removes sock, puts on up to heel.	MOTHER: You pu
			Child pulls sock up	MOTHER: That's

CONCEPT:

LOCATE THE FIRST STEP - DON'T ASK FOR TOO MUCH

SUAL

AUDIO

on child's foot up to heel --

talking to him.

puts on up to heel

when he does it. Everything you teach your
child should start in this way.

Natural sound up full

MOTHER: Come on, (NAME OF CHILD). Let's put on your
socks.

MOTHER: You pull it up.

MOTHER: That's it. Now let's put on the other one.

SEGMENT: TASK SEQUENCE

CONCEPT: HELP THE CHILD AT FIRST -

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
		Kitchen	
		Black Mother 18 Mo.	
			Dissolve to MCU
			Child sitting in highchair holding a cup
			Child drops a full cup of milk on the table
23:40	1:40		Mother demonstrating that the cup is empty - giving it to child - guiding child's hand to mouth mother pours a little bit of milk into the cup and guides child's hand to mouth - Mother pours a little

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

VISUAL

highchair holding a cup

1 cup of milk on the table

ing that the cup is empty -

d - guiding child's hand to mouth

ttle bit of milk into the cup and

and to mouth - Mother pours a little

AUDIO

Natural sound under

BOOTH: The mother we just watched showed her child how to put on a sock. If you want your child to do something new, you have to show him how. You may have to help him at first. A baby doesn't learn new things by simply being told how to do them. He has to be shown how; he has to practice, and sometimes you have to help.

Natural sound under

BOOTH: We probably wouldn't give a child a full cup of milk the first time we try to teach him how to use a cup. This mother has made a mistake. Let's see what she does next and decide if she does it better.

SEGMENT: TASK SEQUENCE

CONCEPT: HELP THE CHILD AT FIRST - WH

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			bit more milk into the cup saying,	MOTHER:
			SUPER ANSWER PROMPT	MOTHER:
			Card <u>ANSWER QUESTION 19</u>	BOOTH:
			(Allow 6 seconds)	
			DROP SUPER	
			Child drinking from cup alone - happy	BOOTH:

CONCEPT:

HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

VISUAL

AUDIO

into the cup saying,

Natural sound full

MOTHER: Now, you take a drink.

Child takes drink

MOTHER: That's it!

PROMPT

BOOTH: *Did this mother teach her child in a good way?

R QUESTION 19

ds)

(Allow 6 seconds)

from cup alone - happy

BOOTH: Yes, this mother started with the first step, helping the child get the cup to his mouth. She then helped him by putting a cup with milk in it to his mouth. By raising the cup to his mouth the child got something he liked - milk. He'll soon learn to do it by himself. It was very important for his learning that his mother talked to him while he was doing it. Notice that she let him

SEGMENT: TASK SEQUENCE

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room		know
		Black Mother 3 Yr.		happy
			Cut to child MCU scribbling on piece of paper	Natur
				BOOTH: *Supp
				teach
				showi
				make
			SUPER ANSWER PROMPT	(Allo
			Card <u>ANSWER QUESTION 20</u>	
			(Allow 10 seconds)	
			DROP SUPER	
24:40	1:00		Mother enters, saying to child	Natur
				MOTHER: Let's
			Mother draws several vertical lines on the child's	

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

SUAL

AUDIO

know she liked what he was doing, (P) she was
happy and, (P) she took one step at a time.

ibbling on piece of paper

Natural sound under

BOOTH: *Suppose this is your child and you want to
teach her how to draw. Would you begin by
showing her how to draw a house or how to
make lines?

(Allow 10 seconds)

TION 20

g to child

Natural sound up full

MOTHER: Let's make some lines like this.

vertical lines on the child's

SEGMENT: TASK SEQUENCE

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			<p>paper (up and down). Child begins to draw line alone. Mother says,</p>	<p>MOTHER: That</p>
				<p>BOOTH: If y</p> <p>smal</p> <p>you</p> <p>if,</p> <p>it,</p> <p>lear</p>
24:55	:15		<p>SUPER RULE</p> <p><u>DON'T ASK FOR TOO MUCH</u></p>	<p>BOOTH: Remer</p> <p>thin</p> <p>too r</p> <p>(P) a</p> <p>rule</p> <p>he c</p>
			<p>Fade black</p>	

CONCEPT: HELP THE CHILD AT FIRST - WHEN HE CAN DO IT, LET HIM DO IT ALONE

VISUAL

wn). Child begins to draw line

ays,

DO MUCH

AUDIO

MOTHER: That's it; I like that.

BOOTH: If you, like this mother, started with one small thing that your child could do, (P) if you showed him how to do it first, (P) and if, when he did it, you showed him you liked it, (P) you would be helping your child learn something new.

BOOTH: Remember, you want to teach your child to do things on his own. You may be helping him too much if you keep doing something for him (P) after he can do it by himself. A good rule is to help your child with each step until he can do it. Then go on to the next step.

SEGMENT: STEP SIZE

CONCEPT:

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room		
		Black Mother 18 Mo.		
			Up 'on MCU	Esta
			Child sitting with mother - mother reading from book	Natu
				BOOTH: Don'
				chile
				chilo
				teach
				the
				then
				BOOTH: This
				parts
			Mother putting book down saying to child,	Natur
			Mother attends to child	MOTHER: Where
				nose
				to ch
				(moth

CONCEPT:

VISUAL

AUDIO

with mother - mother reading from book

Establish

Natural sound under

BOOTH: Don't go too fast when you're teaching your
child something new. Take your time. Your
child learns in steps. If you're trying to
teach him new things, you should start with
the first step - one little thing - and
then add more steps slowly.

BOOTH: This mother is trying to teach her child the
parts of his body. Let's see how she does it.

Natural sound full

book down saying to child,
to child

MOTHER: Where is your nose? Do you know where you
nose is? This is your nose (mother pointing
to child's nose). These are your eyes
(mother pointing to child's eyes). These

SEGMENT: STEP SIZE

CONCEPT:

TAKE ONE STEP AT A TIME
HE LIKES WHEN HE DOES

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
26:30	1:35		<p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 21</u></p> <p>(Allow 6 seconds)</p> <p>DROP SUPER</p>	<p>are</p> <p>Thes</p> <p>chil</p> <p>BOOTH: *Is</p> <p>best</p> <p>(Allo</p>
			<p>SUPER ANSWER PROMPT</p> <p>Card <u>ANSWER QUESTION 22</u></p> <p>(allow 6 seconds)</p> <p>DROP SUPER</p>	<p>BOOTH: No, t</p> <p>parts</p> <p>BOOTH: *Supp</p> <p>him b</p> <p>his b</p> <p>(Allo</p> <p>BOOTH: Yes,</p> <p>first</p> <p>he fi</p> <p>soon</p>

CONCEPT:

VISUAL

AUDIO

PROMPT

QUESTION 21

(s)

are your ears (mother pulling child's ears).

These are your fingers (mother holding
child's hand). Now, where is your nose?

BOOTH: *Is this mother teaching her child in the
best way?

(Allow 6 seconds)

PROMPT

QUESTION 22

(s)

BOOTH: No, the child cannot learn all of his body
parts at the same time.

BOOTH: *Suppose this is your child. Could you teach
him better by showing him only one part of
his body at a time and asking him about it?
(Allow 6 seconds)

BOOTH: Yes, if you start by teaching him one part
first and then let him know you like it when
he finds that part correctly, your child will
soon know the parts of his body. Let's watch

SEGMENT: STEP SIZE

CONCEPT:

TAKE ONE STEP AT A
HE LIKES WHEN HE D

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
27:15	:45		<p>Mother with child pointing to her nose saying,</p> <p>Mother with child pointing to his nose saying,</p> <p>Mother taking child's hand putting it up to his nose saying, (wiggling child's nose - mother and child laughing)</p> <p>Mother with child saying,</p> <p>Child touching his nose - mother wiggling child's nose saying,</p> <p>Fade black</p>	<p>h</p> <p>N</p> <p>MOTHER: T</p> <p>T</p> <p>MOTHER: T</p> <p>MOTHER: W</p> <p>MOTHER: TE</p> <p>Na</p> <p>BOOTH: Sc</p> <p>ea</p> <p>wi</p> <p>th</p> <p>th</p> <p>he</p> <p>di</p>

CONCEPT:

VISUAL

child pointing to her nose saying,
child pointing to his nose saying,
child's hand putting it up to his nose
child's nose - mother and child
child saying,
child's nose - mother wiggling child's

AUDIO

how this mother does it.

Natural sound full

MOTHER: This is mommy's nose.

This is (NAME OF CHILD) nose.

MOTHER: This is your nose.

MOTHER: Where is your nose?

MOTHER: That's right.

Natural sound under

BOOTH: Something the child enjoys should happen
each time he does something new. Your child
will learn many new things and will do many
things you want him to do. When he does
these things you should let him do something
he likes (P) or show him you like what he
did.

SEGMENT: _____

CONCEPT: _____

REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
		Pictures	<p>Up on studio card</p> <p>Picture of child eating cookie</p> <p>BRING IN SUPER</p> <p><u>FIND SOMETHING HE LIKES</u></p> <p>Flop card to child playing with truck</p> <p>Flop card to child being hugged by mother.</p> <p>CHANGE SUPER</p> <p><u>LET HIM DO SOMETHING HE ENJOYS</u></p> <p>Flop card to child eating cookie</p> <p>Flop card to child playing with truck</p> <p>Flop card to mother hugging child.</p> <p>Flop card to mother hitting child</p> <p>BRING IN SUPER</p> <p><u>DON'T HIT, DON'T HURT</u></p> <p>Flop card to child face-screaming</p>
28:15	1:00		

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL	AUDIO
<p>d</p> <p>eating cookie</p>	<p>(Music under)</p> <p>BOOTH: Let's review what you have learned in this program.</p> <p>(Music under)</p>
<p><u>E LIKES</u></p> <p>ld playing with truck</p> <p>ld being hugged by mother.</p>	<p>BOOTH: If you want to teach your child, you should find something he likes.</p> <p>Music still under</p>
<p><u>THING HE ENJOYS</u></p> <p>ld eating cookie</p> <p>ld playing with truck</p> <p>ner hugging child.</p>	<p>BOOTH: Then, after he does what you want him to do, show him you are happy and let him do something he enjoys. (P) He will do what you want more often.</p>
<p>ner hitting child</p> <p><u>HURT</u></p>	<p>BOOTH: Don't hit or hurt your child, because if you do, he may not learn at all.</p>
<p>ld creaming</p>	

SEGMENT: _____

CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Flop card to child-face desolate	
			Flop card to child getting sock out of drawer	BOOTH:
			BRING IN SUPER	
			<u>FIND SOMETHING HE CAN DO</u>	
			Dissolve to card	BOOTH:
			Child putting on his sock	
			BRING IN SUPER	
			<u>START SMALL</u>	
			Dissolve to card	BOOTH:
			Mother helping to put on sock	
			BRING IN SUPER	
			<u>HELP HIM AT FIRST - THEN LET HIM DO IT ALONE</u>	
			Flop card to child doing it alone	
			SUPER OUT	BOOTH:

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL

d-face desolate

d getting sock out of drawer

CAN DO

his sock

put on sock

- THEN LET HIM DO IT ALONE

d doing it alone

AUDIO

BOOTH: When you are teaching your child something new
you should start with something he can do.
Then, when he does it let him know you like
it.

BOOTH: Ask him to do one small thing.

BOOTH: Help him at first.

BOOTH: Then let him do it alone

SEGMENT: _____

CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
	:07		Flop card to mother helping put on pants BRING IN SUPER <u>TAKE ONE STEP AT A TIME</u> DROP SUPER	BOOTH: T
	:07		Flop card to mother hugging child BRING IN SUPER <u>LET HIM KNOW WHAT YOU LIKE</u>	M
	:12		Flop card to mother smiling with child Flop card to child playing with ball Flop card to child eating cookie Fade black	BOOTH: F w b h
	:15		Cut to picture of happy face - upper left 1/4 screen Add picture - mother with happy face - upper right 1/4 Add picture - child smiling looking at book on	M BOOTH: Y ha
28:56				

CONCEPT: REVIEW TOTAL PROGRAM

VISUAL

mother helping put on pants

AT A TIME

mother hugging child

WHAT YOU LIKE

mother smiling with child

child playing with ball

child eating cookie

child with happy face - upper left 1/4

mother with happy face - upper right

child sitting looking at book on

AUDIO

BOOTH: Take one step at a time. When he can do it well, teach him something new.

Music under

BOOTH: Finally, let your child know that you like what he does by telling him you like it, by showing him you like it, or by letting him do something he enjoys.

Music under

BOOTH: Your child will be happy; (P) you will be happy; (P) your child will learn.

SEGMENT: _____

CONCEPT: REVIEW TOTAL PROGRAM

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL
30:00	1:04		floor alone - 1/2 screen Change picture - parents and two children happily interacting Bottom SUPER CREDIT Roll credit Fade black

CONCEPT:

REVIEW TOTAL PROGRAM

VISUAL

screen

parents and two children happily

AUDIO

Music up full

Music out

SEGMENT: CREDITS

CONCEPT: _____

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	Type
			TEACHING YOUR CHILD	1
		Writer-Producer		1 -
		LANNY E. MORREAU		2 -
		Director		3 -
		LARRY MORRISETTE		
		Assistant Director		
		MARY LANNIN		
		Production Coordinator		
		ATLEN SOVA		
		Research Coordinator		
		MICHAEL R. CROWE		
		Produced by CEMREL, Inc.		
		Funded by the National Institute of Education, Department of Health, Education, and Welfare, OEG-0-71-3642. Opinions expressed in this program do not necessarily reflect the position or policy of the National Insti- tute of Education, and no official endorsement should be inferred.		
		© CEMREL, Inc., 1972		
		Produced in the studios of KTCA-TV Saint Paul - Minneapolis		

Type Size

- 1 - Large
- 2 - Medium
- 3 - Small

1

3

1

3

1

3

1

3

1

3

1

1

Institute
of
Welfare,

2

do not
position
Insti-
official
erred.

1

KTCA-TV

3

2

CEPT:

WHAT WOULD YOU HAVE DONE (1)

57

L

AUDIO

s spread around floor -

WHAT WOULD YOU HAVE DONE (1)

BOOTH: Parents teach their children in different ways. There is no right or wrong way. Let's watch several parents teaching their children and see if we think they are doing it well. If they are not, we should be able to say how they could do it better.

BOOTH: Write your opinion of what this parent does under number 1 on the pink sheet in the front of your text.

Natural sound up

SEGMENT: PRE-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE (I)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother enters and says	MOTHER: Pic
				CHILD: No!
			Mother spans child, saying when finished	MOTHER: Now
			Child crying	
			Cut to black	BOOTH: Did
				(P)
				(A)
				BOOTH: If
				for
				answ
				(A)
		LR White Mother 3 Yr.	Child drawing pictures on the floor -	Natu
			Mother sitting on sofa - reading - establish	BOOTH: Writ
				unde
				Natu

CONCEPT: WHAT WOULD YOU HAVE DONE (1)

VISUAL

ers and says

anks child, saying when finished

ng

ck

ing pictures on the floor -

ting on sofa - reading - establish

AUDIO

MOTHER: Pick up your toys.

CHILD: No!

MOTHER: Now pick up those toys.

BOOTH: Did she teach her child in the best way?

(P) Circle YES or NO.

(Allow 5 seconds)

BOOTH: If you answered "no," write a better way
for her to teach her child. Write your
answer in the spaces under number 1.

(Allow 1 minute)

Natural sound

BOOTH: Write your opinion of what this parent does
under number 2 on the pink sheet.

Natural sound up

SEGMENT: PRE-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE (1)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Mother looks down at child and says	MOTHER: Wh
				CHILD: I'
			Mother looks at child's work, sits by child, begins to draw, saying	MOTHER: Th sh
			Child sits - looking on	
			Cut to black	BOOTH: Di (P (A
				BOOTH: If her in (A

WHAT WOULD YOU HAVE DONE (1)

WCEPT:

AL

AUDIO

child and says

MOTHER: What are you doing?

CHILD: I'm drawing our house.

d's work, sits by child,

ng

MOTHER: That doesn't look like a house. Let me
show you how to draw it.

on

BOOTH: Did she teach her child in the best way?

(P) Circle YES or NO.

(Allow 5 seconds)

BOOTH: If you answered "no," write a better way for
her to teach her child. Write your answer
in the spaces under number 2.

(Allow 1 minute)

SEGMENT: PRE-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE (I)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		LR White Mother 3 Yr. 18 Mo.	Child (3 Yr.) hitting brother (18 Mo.) - establish	Nat
				BOOTH: Wri
				unde
				Nat
			Mother enters, shakes child (3 Yr.) saying	MOTHER: Dam
				caus
			Girl crying	
			Cut to black	BOOTH: Did
				(P)
				(All
				BOOTH: If y
				her
				in t
				(All

CEPT:

WHAT WOULD YOU HAVE DONE (1)

AL

AUDIO

brother (18 Mo.) - establish

Natural sound

BOOTH: Write your opinion of what this parent does
under number 3.

Natural sound up

child (3 Yr.) saying

MOTHER: Dammit, (NAME OF CHILD), you're always
causing trouble! You act so dumb.

BOOTH: Did she teach her child in the best way?

(P) Circle YES or NO.

(Allow 5 seconds)

BOOTH: If you answered "no," write a better way for
her to teach her child. Write your answer
in the spaces under number 3.

(Allow 1 minute)

SEGMENT: POST-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
		Living Room		
		White Mother 3 Yr.	Child and mother arguing	
			Bring in TITLE SUPER-- <u>WHAT WOULD YOU HAVE DONE (11)</u>	BOOTH:
			DROP SUPER	BOOTH:
			Mother places hands on child's shoulders, and shakes child, saying	MOTHER:
			Child kicks at mother, saying	CHILD:

WHAT WOULD YOU HAVE DONE (11)

CONCEPT:

VISUAL

ner arguing

E SUPER--WHAT WOULD YOU HAVE DONE (11)

hands on child's shoulders, and shakes

mother, saying

AUDIO

Natural sound

BOOTH: Parents teach their children in different ways. There is no right or wrong way. Let's watch several parents teaching their children and see if we think they are doing it well. If they are not, we should be able to say how they could do it better.

BOOTH: Write your opinion of what this parent does under number 1 on the green sheet in front of your text.

Natural sound up

MOTHER: I don't like the way you acted.

CHILD: You witch!

SEGMENT: POST-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE (11)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			Child turns from mother, picks up toy, and throws it on floor.	
			Mother spansks child, saying	MOTHER: Don't
			Child crying	
			Fade black	BOOTH: Did (P) (All
				BOOTH: If yo for H answe (All
		LR Black Mother 18 Mo.	Child building with blocks on floor - establish	Natur BOOTH: Write under

CONCEPT:

WHAT WOULD YOU HAVE DONE (11)

VISUAL

mother, picks up toy, and

r.

ld, saying

AUDIO

MOTHER: Don't you ever call me that again.

BOOTH: Did she teach her child in the best way?

(P) Circle YES or NO.

(Allow 5 seconds)

BOOTH: If you answered "no," write a better way
for her to teach her child. Write your
answer in the spaces under number 1.

(Allow 1 minute)

h blocks on floor - establish

Natural sound

BOOTH: Write your opinion of what this parent does
under number 2 on the green sheet.

SEGMENT: POST-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE (11)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			<p>Mother enters and says loudly</p> <p>Child sits looking at mother</p> <p>Cut to black</p>	<p>MOTHER:</p> <p>BOOTH:</p> <p>BOOTH:</p>
		<p>LR</p> <p>Black</p> <p>Mother</p> <p>3 Yr.</p>	<p>Mother ironing</p> <p>Child throwing ball around room, running - establish</p>	<p>BOOTH:</p>

CONCEPT:

WHAT WOULD YOU HAVE DONE (11)

UAL

ays loudly

at mother

around room, running - establish

AUDIO

Natural sound up.

MOTHER: This place is a mess! Get your blocks
picked up!

BOOTH: Did she teach her child in the best way?

(P) Circle YES or NO.

(Allow 5 seconds)

BOOTH: If you answered "no," write a better way
for her to teach her child. Write your
answer in the spaces under number 2.

(Allow 1 minute)

Natural sound

BOOTH: Write your opinion of what this parent does
under number 3.

SEGMENT: POST-TEST

CONCEPT: WHAT WOULD YOU HAVE DONE (11)

CUM. TIME	SEG. TIME	COND./ CHAR.	VISUAL	
			<p>Mother walks toward child and says</p> <p>Child picks up a toy, walks over by ironing board, and sits down</p> <p>Cut to black</p>	<p>Na</p> <p>MOTHER: (I</p> <p>SC</p> <p>I</p> <p>BOOTH: DI</p> <p>(A</p> <p>BOOTH: IF</p> <p>he</p> <p>th-</p> <p>(A</p>

CONCEPT:

WHAT WOULD YOU HAVE DONE (11)

VISUAL

ard child and says

toy, walks over by ironing board,

AUDIO

Natural sound up

MOTHER: (NAME OF CHILD), you're going to break something. Play quietly over by me until I finish ironing. Then we'll go for a walk.

BOOTH: Did she teach her child in the best way?

(P) Circle YES or NO.

(Allow 5 seconds)

BOOTH: If you answered "no," write a better way for her to teach her child. Write your answer in the spaces under number 3.

(Allow 1 minute)