

Western University

From the Selected Works of Greg Moran

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Mini-MBQS-V Revised Mini-MBQS 25 Item for Video Coding

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Mini-MBQS-V
Revised Mini-MBQS 25 item for video coding --- Oct 2009

The Mini-MBQ-V is an adaptation of the original 25-item short version of the MBQS, the mini-MBQS. Three items were removed from the original because they were almost always impossible to sort when the segment of interaction involved a limited, often brief interaction, i.e., play with or without toys. Two of the items (#'s 4 & 6) involved reference to interaction with the Visitor and the third (#50) related to the physical environment of the home. We have replaced these items with items #'s 55, 78, and 87. We chose these on the basis of their appropriateness as descriptors of more limited segments of interaction and their weighting in the prototypical sensitivity sort relative to those we remove, i.e., they reflect approximately similar weightings to those we removed.

The original mini-MBQS should continue to be used for home visits and for samples of videorecorded interaction that include a full range of interaction.

1. Provides B with little opportunity to contribute to the interaction

Explanation: M may initiate play or interactions, however, she does not follow B's lead, as a result there is little or no turn taking. M is directive without regard to B's intentions. If little or no interaction place in the middle piles.

2. Monitors B's activities during visit.

Explanation: Regardless of competing tasks, M keeps close tabs on B. Should B enter another room M is aware of B's activities, her behaviour suggests she knows what B is doing at all times

10. Speaks to B directly.

Examples: B is attending when M directs comments to B. Elicits B's attention before communicating.

11. Repeats words carefully and slowly to B as if teaching meaning or labelling an activity or object.

Elaboration: M expands B's vocalizations or activities in a teaching style.

17. Content and pace of interaction set by M rather than according to B's responses.

Explanation: M follows own agenda during interaction. Ignores B's initiatives or signals to change pace or content of the interactions. Imposes her wishes.

22. Appears to tune out and not notice bids for attention.

Explanation: Psychologically inaccessible to B, unaware of B's signals.

24. Arranges her location so she can perceive B's signals

Examples - sits facing B, if B moves M re-positions herself to enable her to hear or see B

27. Responds to B's distress and non-distress signals even when engaged in some other activity such as having a conversation with visitor

Explanation: M not only attends but also responds to B's cues while engaged in other tasks.

30. Interactions with B characterized by active physical manipulations

Explanation: Interactions are physical rather than verbal. M physically controls B's movements, position, and actions. Examples - may move B's hand to object; vigorously moves B, hand over hand pat-a-cake

32. Non-synchronous interactions with B, i.e., the timing of M's behaviour out of phase with B's behaviour

Examples - may interfere with activity B is enjoying; may not acknowledge B's communications to her; initiates interactions when B is attending to other activities; is active when B is quiet; quiet when B is active

34. Interactions revolve around B's tempo and current state

Explanation: Indicates awareness of B's current state by following B's lead.

Examples - when B is tired does not push B to complete a task, changes the interaction according to B's interest or level of frustration.

41. Interactions with B are object oriented (e.g. with toys, food)

Explanation: M uses toys or food to mediate interactions. Notice especially what M does in response to fusses and proximity bids

43. Is animated when interacting with B

Explanation: uses varied expressions of affect, enthusiastic with B. If M apathetic or indifferent in interaction with B place in the unlike piles.

44. Realistic expectations regarding B's self-control of affect

Explanation: intervenes when B has reached the limit in the ability to self soothe or otherwise regulate emotions. Determine M's expectations by noting the timing of M's intervention as well as the content. Examples - limits B's frustration with task by offering assistance; monitors B when falls to see if B needs comfort in managing hurt; gently suggests alternative activity to contain B's over excitement

45. Praises B

Examples -shows B approval by acknowledging and celebrating B's accomplishments

and activities with B.

48. Points to and identifies interesting things in B's environment

Explanation: aware of B's environment such that she points to and labels things that may be of interest to B. Also consider how M structures the environment for B by offering verbal prompts to transitions in activities, introduces visitors, labels toys and activities during play.

55. Able to accept B's behaviour even if it is not consistent with her wishes

Explanation: accepts B's desire to express autonomy, explore, and or experience his/her environment without restrictions even when these experiences may be contrary to M's expectations. This does not include experiences which may be dangerous or which the B may need M's interventions (e.g., bedtime).

60. Scolds or criticizes B

Explanation: interactions characterized by reprimands, scorn or hostile criticism. There is a punitive tone to the interactions.

65. Responds to B's signals

Explanation: not only is M aware of B's signals to her, she also responds to these signals. Responses may or may not be appropriate. If B does not signal, place in middle piles

71. Builds on the focus of B's attention

Explanation: aware of B's interest and attention and uses this information as a guide for her interactions. Example - in play, attends to what the B is interested in, rather than introducing a new activity.

72. Notices when B smiles and vocalizes

Explanation: gives an observable sign that she is aware of B's positive signals.
Example - looks when B smiles, but may or may not respond by smiling, vocalizing.

78. Plays social games with B.

Explanation: engages B with interactive games. Examples - peek-a-boo, pat-a-cake, round and round the garden, and other age appropriate, animated play

79. Distressed by B's demands.

Explanation: has a low tolerance for more insistent signals; has difficulty accepting responsibility for B's care. Examples - when B needs care or comfort, M is annoyed, irritable, exasperated or resentful.

84. Display of affect does not match B's display of affect (e.g., smiles when B is distressed)

Explanation: affect is not congruent with B's emotional state, may indicate that M mislabels B's affect. Example - B frightened, M laughs and says B is shy;

87. Actively opposes B's wishes

Explanation: does not acknowledge B's autonomy, does not accept that B has a will, actively interferes or redirects B from activity in progress. Does not consider B's mood and activity in progress

Items that were replaced for the video coding version of the mini mbqs

4. During interaction with visitor does not notice B.

Explanation: M is preoccupied with visitors and does not monitor B, unaware of B's actions. M fails to notice or comment on B's activities.

6. Supports interaction of B with visitor.

Examples: Introduces B to visitor. M positions herself where she can facilitate B's interactions with visitor. Suggests what B is comfortable with in interactions with strangers.

50. Creates interesting physical environment for B

Explanation: has apparently thought about B's needs, interests and developmental level by providing toys and objects that are accessible and appropriate to support B's exploration and learning. Also consider the provision of a place for B to play with these objects.