





## Sample Items from Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO™)

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	<b>AFFECTION</b>		Observation guidelines	Absent	Barely	Clearly
	#	Parent ...				
<i>Warmth, physical closeness, and positive expressions toward child</i>	1	speaks in a warm tone of voice	Parent's voice is positive in tone and may show enthusiasm or tenderness. A parent who speaks little but very warmly should be coded highly.	0	1	2
	2	smiles at child	Parent directs smiles toward child, but parent and child do not need to be looking at each other when smile occurs. Includes small smiles.	0	1	2

	<b>RESPONSIVENESS</b>		Observation guidelines	Absent	Barely	Clearly
	#	Parent ...				
<i>Responding to child's cues, emotions, words, interests, and behaviors</i>	1	pays attention to what child is doing	Parent looks at and reacts to what child is doing by making comments, showing interest, helping, or otherwise attending to child's actions.	0	1	2
	2	changes pace or activity to meet child's interests or needs	Parent tries a new activity or speeds up or slows down an activity in response to where child looks, what child reaches for, what child says, or emotions child shows.	0	1	2

	<b>ENCOURAGEMENT</b>		Observation guidelines	Absent	Barely	Clearly
	#	Parent ...				
<i>Active support of exploration, effort, skills, initiative, curiosity, creativity and play</i>	1	waits for child's response after making a suggestion	Parent pauses after saying something the child could do and waits for child to answer or do something, whether child actually responds or not.	0	1	2
	2	encourages child to handle toys	Parent offers toys or says positive things when child shows obvious interest in toys. (Does not include preventing children from mouthing toys.)	0	1	2

	<b>TEACHING</b>		Observation guidelines	Absent	Barely	Clearly
	#	Parent ...				
<i>Shared conversation and play, cognitive stimulation, explanations, and questions</i>	1	explains reasons for something to child	Parent says something that could answer a "why" question, whether child asks a question or not.	0	1	2
	2	suggests activities to extend what child is doing	Parent says something child could do to add to what child is already doing but does not interrupt child's interests, actions, or play.	0	1	2