



Center for
Autism and
Developmental
Disabilities
Research and
Epidemiology

Study to Explore Early Development

Phone Call for Administration of the Vineland in the Subcohort



Study to Explore Early Development

TELEPHONE SCRIPT Administration of the Vineland in the Sub-cohort

***telephone call should be made BEFORE developmental feedback letter is mailed to the family**
***telephone call should be made by clinician who administered the Mullen or the supervising site clinician**

	CALLER GUIDELINES & NOTES
<p>1. INTRODUCTION</p> <p>1a. Introduction of Self; Length of Call</p> <p>Hello, may I speak with <first and last name of participant>? My name is <name> and I am calling from <site>. First of all, I would like to thank you for participating in <name of study>. Your participation has been very useful in helping us reach the study goals. I am calling because I would like to speak with you about the results of <name of child>'s developmental evaluation. Do you have a few moments to speak with me?</p> <p>GO TO 1B IF NO. GO TO 2A IF YES.</p> <p>1b. Not A Good Time for Participant</p> <p>Thank you. Is there a better time that I could reach you?</p>	<p><i>If caller asks how long call will take:</i></p> <ul style="list-style-type: none"> • <i>Approximately 20 minutes</i> <p><i>Record call-back date and time.</i></p>
<p>2. MULLEN DESCRIPTION AND RESULTS</p> <p>2a. Description of Mullen</p> <p>As you know, <name of child> completed a developmental evaluation on <date>. The test that was given to <name of child> is known as the Mullen Scales of Early Learning. The Mullen is given to children from birth to 68 months of age. It measures five areas of growth:</p> <ul style="list-style-type: none"> • <u>Gross motor skills</u> involve large and general movements of the body (such as <i>crawling, walking, and running</i>); • <u>Fine motor skills</u> involve small and precise movements using the thumb and index finger (such as <i>picking up objects, holding a crayon,</i> 	

and turning door knobs);

- Visual reception is a person's ability to understand and interpret images (such as *brightness, color, depth, patterns, and objects*);
- Receptive language is a person's ability to understand language spoken or written by other people (such as *following commands and looking at a named object*); and
- Expressive language is a person's ability to use words and form sentences.

GO TO 2B.

2b. Discuss how Mullen was Administered; Purpose of Administration

The Mullen was given to *<name of child>* for the purposes of research only. Therefore, it was given in a very specific way and may not represent his/her best performance. Our goal in giving this test is to look at differences in children who take the test in the same situation. Results should never be used for making clinical or educational decisions and should not be thought of as a clinical evaluation.

Do you have any questions about the Mullen or how it was administered?

GO TO 2C.

2c. Results of Mullen

Results of the Mullen show that *<name of child>* is performing on average for his/her age in the areas of *<insert relevant domains>*.

AND/OR

<Name of child> is performing below average for his/her age in the areas of *<insert relevant domains that are 1.5 SD below the mean>*.

AND/OR

<Name of child> is performing above average for his/her age in the areas of *<insert relevant domains that are 1.5 SD above the mean>*.

GO TO 3A.

Answer any questions the participant may have.

3. VINELAND: REASON FOR ADMINISTRATION, DESCRIPTION, AND ADMINISTRATION

3a. Reason for Administration

Because <name of child> is performing below average for his/her age in <insert relevant domains that are 1.5 SD below the mean>, we would like to ask you some additional questions about his/her development. The reason why we would like to ask you these questions is so that we can make sure that we have the best information on his/her developmental history.

GO TO 3B.

3b. Description

The questions I would like to ask you are a part of a structured interview known as the Vineland Adaptive Behavior Scales. The Vineland measures personal and social functioning.

- Communication scores reflect your child's use of verbal, nonverbal, and written language;
- Daily living skills scores tell how well your child functions inside and outside of the home;
- Socialization scores measure skills related to play, coping, and interpersonal relationships; and
- Motor scores measure both gross motor skills and fine motor skills.

It should take about 45 minutes to answer all of the questions. You will receive a written report in the next few months describing <name of child>'s results on the Vineland as well as his/her results on the Mullen.

Do you have time to complete the interview now?

IF YES GO TO 3C.

IF NO CONTINUE.

Is there another time I could reach you?

Thank you. I will call you back on this day and time to complete the interview.

Schedule time that caregiver can complete Vineland.

<p>3c. Administration</p> <p>GO TO 4A AFTER VINELAND IS ADMINISTERED.</p>	<p><i>Administer the Vineland.</i></p>
<p>4. THANK YOU</p> <p>4a. Developmental Feedback Letter and Community Referral</p> <p>Thank you. As I said before, you will be receiving a written report in the next few months describing the results of this interview as well as the results of the Mullen. If you have concerns about <i><name of child></i>'s development or if you would like for him/her to receive a full developmental evaluation, I would suggest that you contact his/her doctor, the school evaluation center, or a developmental specialist. <i><Site specific... For your convenience, there will be a list of referral sources in the feedback letter that is mailed to your home></i>.</p> <p>GO TO 4B.</p> <p>4b. End of Call; Questions</p> <p>Thank you again for speaking with me today and for participating in this important study. If you have any questions about the study, you can call <i><name></i> at <i><number></i>.</p>	