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**DYADIC PARENT-CHILD INTERACTION CODING SYSTEM:
A MANUAL**

1981

by

Sheila M. Eyberg

Oregon Health Sciences University

and

Elizabeth A. Robinson

University of Washington

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by

The Parenting Clinic

Department of Family and Child Nursing

School of Nursing

University of Washington

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The Dyadic Parent-Child Interaction Coding System (DPICS) is designed for use in assessing the quality of parent-child social interaction. This coding system is specifically designed: (1) to provide an observational measure of parent and child behaviors as an adjunct to full psychological evaluation of childhood disorders and/or parenting skills; (2) to serve as a baseline pre-treatment assessment of behaviors occurring in dyadic family interaction; (3) to provide a measure of ongoing progress during therapy that focuses on changing general parent-child interaction patterns; and (4) to serve as a behavioral observation measure of treatment outcome.

The DPICS was constructed to provide a comprehensive, yet manageable coding system for use by the practicing clinician. To be practical in a therapy hour, it was thought necessary to develop an observational system which would provide detailed information without requiring elaborate recording equipment, auxiliary coders, home visits or lengthy observation periods.

The structure of observing dyadic interaction in brief, standard laboratory situations was derived from the work of Hanf (1972). In developing the behavioral categories to be recorded, a number of parent behaviors were derived from definitions in the Hanf (1968) coding manual and from a revision of the Patterson coding manual (Patterson, Ray, Shaw & Cobb, 1969), including direct command, indirect command, labeled praise, unlabeled praise, physical positive, physical negative, and critical statement. Additional categories were included to enable coding of every parent sentence or phrase (i.e., statement, reflective statement, descriptive/reflective question, acknowledgment, and irrelevant verbalization). The majority of child behaviors were selected from the list of empirically derived child deviant behaviors provided by Adkins and Johnson (1972). The change activity category was included to facilitate evaluation of activity level. Two sequences of behavior were selected for observation based on their importance in the parent-child interaction literature: (1) the parent's response following a child's deviant behavior (i.e., ignores or responds); and (2) the child's response to a parent's command (i.e., compliance, noncompliance, or no opportunity).

Code category guidelines have continuously evolved since 1974. Many of the current category definitions represent the culmination of a process of continuous listing by coders of difficult sentences, phrases, or problems, and re-analyzing category reliabilities. Some categories were found to elicit marked differences of opinion as to what constituted appropriate category content.

Distinguishing praise and critical statements from statements was one of the most difficult tasks presented by the coding system. For example, subjective judgments as to whether a comment such as "You got that clean" constituted a praise or a neutral comment

varied from one individual to another. In order to include only reliably positive statements in the praise category and reliably negative statements in the critical category, an empirical survey was conducted. A panel of experts, comprised of 13 clinical psychologists, completed a questionnaire that asked them to rate 74 sentences on a 7-point Likert scale ranging from always critical, through neutral, to always praise. The sentences included difficult-to-code phrases taken from videotapes of parent-child interaction; examples of praise, criticism, and statements used in previous drafts of the coding manual; and synonyms for the above words and phrases taken from a thesaurus. Sample items included, "You are careful," "You are a little angel," "That's not clean," and "You're working hard." Only sentences for which 90% or more of the experts agreed that the statement was always or almost always a praise were included in the praise examples in this coding manual. The same criterion was used to identify critical remarks. All other sentences in the survey were assigned to the descriptive category.

Procedure

Interaction observations are conducted with one parent-child dyad at a time present in a playroom equipped with a standard sound system and two-way mirror, a table, three or four chairs, and several toys permitting creative play of a relatively quiet nature. (Appropriate toys could include toy buildings with toy people, animals, furniture, vehicles; construction materials such as blocks, Legos, play tiles; drawing materials such as crayons and paper. Inappropriate toys include those which elicit highly active or aggressive behavior, such as punching bags, balls, hammers; toys potentially difficult to clean-up after, such as finger paints, sand boxes; and toys which elicit stereotyped responses (e.g., toy telephones), or games which have pre-set rules (e.g., checkers, cards). For research purposes, such as pre-post treatment comparisons, a standard set of any three toys is recommended.) The table is placed near the mirror. The observer(s) is located in an observation room behind the mirror for data recording. The child is not informed that the interaction is being observed.

The parent and child are observed in three standard situations that vary in the degree to which parental control is required. The observer provides directions for each situation only to the parent, through a bug-in-the-ear microphone. For the first situation, Child-Directed Interaction (CDI), the following directions are given:

"In this situation, tell (child's name) that he/she may play whatever he/she chooses. Let him/her choose any activity he/she wishes. You just follow his/her lead and play along with him/her."

For the second situation, Parent-Directed Interaction (PDI), the following directions are given:

"That was fine. Now we'll switch to another situation. Tell (child's name) that it is your turn to choose the game. You may choose any activity. Keep him/her playing with you according to your rules."

For the third situation, Clean-up, the following directions are given:

"That was fine. Now I'd like you to tell (child's name) that it is time to leave and the toys must be put away. Tell him/her that you want him/her to put the toys away. Make sure you have him/her put them away."

These three situations are always observed in the same sequence; i.e., CDI first, PDI second, and Clean-up third. Each situation is coded for 5 minutes.

Coding

There are 24 standard parent and child behavior categories which are coded during observation of each situation. Observation coding is continuous and results in the total frequency of each behavior per 5-minute interval. The Data Recording Sheet (p. 5) is used to record all data during a 5-minute interaction by a single observer. This sheet provides a space to record every parent verbalization and selected child behaviors. (The Data Recording Sheet also contains space for recording "Responses following Noncompliance". This section is used only during treatment sessions specifically training Parent Directed Interaction skills (Eyberg, 1978) and is not used for general baseline or post treatment recording. A separate manual is available defining these categories, and may be obtained from the author.) Behaviors are coded by making a tally mark in the appropriate space on the recording sheet each time the behavior occurs.

Basic Coding Rules. Within this manual, each behavioral category is defined by means of a general definition, a series of examples, specific guidelines to aid discrimination between categories, and decision rules designed to provide conservative prioritizing when there is uncertainty between categories. Within each category, certain basic coding rules have been followed. First, each unit of verbal behavior coded follows a "one sentence rule". Each clearly demarcated sentence defines one verbal behavior. Second, when verbal or physical behaviors (e.g., phrases, crying) run together in series, a "two second rule" is applied. Each time a behavior stops for two seconds (i.e., "pause") and then continues, the continuation after the pause is coded as a new behavior. Third, a "five second rule" is applied to non-discrete behavior (such as holding a child) which continues without a pause. Each new 5-second interval is coded as one occurrence of the behavior. Fourth, each discrete behavior is coded into only one category. For example, if a parent sentence is both a praise and a question ("Aren't you wonderful!"), a decision rule determines into which category the sentence belongs, and it is not coded into two categories.

The "Other" category on the Data Recording Sheet is provided for clinicians treating a relatively infrequent or unique child problem and for researchers wishing to study specific additional behaviors. For example, if a clinician were targeting a child's "somatic complaints", it could be coded into "Other". The "Other" category is also useful in research. If a researcher wished to record an additional sequence behavior, such as "labeled praise following compliance" it could be coded into the "Other" category. The "Other" category is also used for attempting to establish the reliability of potential new behavior categories. For example, in our research we have attempted to reliably measure "child appropriate talk".

Standardization of DPICS

Normative Data. Initial normative data has been collected on a sample of normal families (n = 22 families) in the CDI and PDI situations. The normative families were recruited from the community through advertisement and were paid \$20. for their participation. Families were required to meet the following criteria: (a) at least two children, one between the ages of 2.0 and 7.0 years and another between the ages of 2.0 and 10.0 years, (b) no child with a history of treatment for behavior problems or a current description by the parent as presenting serious problems at home, and (c) no family member currently in psychotherapy.

The normative families included 6 single-parent and 16 two-parent families. The mean ages of the parents were 32.1 for fathers and 30.0 for mothers. Their mean educational level was 15.2 years. One child between the ages of 2.0 and 7.0 years was randomly selected as the target control child. There were 11 boys and 11 girls, with a mean age of 5 years 1 month. The average number of behavior problems reported by mothers on the Eyberg Child Behavior Inventory (ECBI) was 4.3. Fathers reported an average of 4.8 problems on the ECBI .

The families were observed in CDI and PDI on each of two observation periods, 7 days apart. The normative data, presented on page 9, lists the means based on the average frequency reported by two observers during 5 minutes of observation. In this data, the categories "Reflective Statement" and "Statement" were coded together as one category.

Reliability. Eyberg & Matarazzo (1980) compared treatment outcome with 29 four to nine year old children with delayed or disordered speech and language. Pre- and post-treatment DPICS data were collected on families seen in didactic group treatment, individual mother-child interaction training, and no treatment control. All pre- and post-treatment behavioral observations were coded independently by the two authors using the 1974 coding manual. To assess reliability, Pearson product-moment correlations between raters for each code category were obtained, and ranged from .735 to .999.

Aragona & Eyberg (1981) compared maternal verbal behavior in 27 neglect, behavior problem and normal families. Coders were psychology house staff trained by reading the 1978

DPICS manual and prior coding practice with clinic assessment families. Reliability coefficients, obtained for 8 available families (2 neglect, 3 behavior problem, 3 normal), were computed using Pearson product-moment correlations between observers for each behavioral category. For all categories, these coefficients ranged from .65 to 1.0, with only PDI Verbal Acknowledgment being below .85.

Robinson & Eyberg (1981) compared fathers, mothers, siblings and target children in 42 behavior problem and normal families. In this major DPICS standardization study, coders were research psychologists, post-graduate research assistants, and psychology interns and residents, who had been trained to initial 90% reliability and received additional reliability feedback throughout the study. Two coders were present for every observation where scheduling permitted (244 of the 276 5-minute observations). Interrater reliability was assessed by correlating the frequency of each behavior recorded during the 244 observations. The mean reliability for parent behaviors was .91 (range = .67 to 1.0) and for child behaviors was .92 (range = .76 to 1.0).

Validity. One important method of establishing the validity of a coding system is to demonstrate its ability to discriminate between groups that would be expected to differ in parent-child interaction behaviors. One type of comparison in which differences would be expected is between pre-treatment and post-treatment data. Eyberg & Matarazzo (1980) found significant changes in behavior of parents of speech and language disordered children following 5 sessions of parent-child interaction training. Specifically, during CDI, parents showed a marked decrease in direct and indirect commands, questions, and critical statements, and a marked increase in statements and labeled praise. Similarly, in PDI these parents decreased indirect commands and critical statements and increased labeled praise. Children showed a decrease in noncompliance from 21% to 9%. Eyberg & Robinson (1981), studying 7 conduct problem child families treated for an average of 9 parent-child interaction training sessions, found similar results. Significant observational findings indicated that in CDI, mothers gave fewer commands and asked fewer questions, and gave more labeled praise, unlabeled praise and statements after therapy than before. In post-treatment PDI, mothers gave a higher percentage of clear direct commands, gave no opportunity to comply less often, issued fewer critical statements, and gave more labeled and unlabeled praise than they had prior to treatment. The target children demonstrated a decline in total deviant behavior, a lower ratio of noncompliance to commands, and a higher ratio of compliance with their mother's commands following treatment. At post-treatment, the father-child interaction also showed significant treatment changes in both father and child behaviors. Fathers asked fewer questions, made fewer acknowledgments, gave more statements and praise, and gave a

higher percentage of clear direct commands than they had at pretreatment. With fathers, also, the target children decreased total deviant behavior, and their increase in rate of compliance approached significance.

The validity of DPICS has also been supported by its ability to discriminate outcome between various methods of treatment (Eyberg & Matarazzo, 1980) and by studies showing different interaction patterns between different family populations. Aragona & Eyberg (1981) found significant differences in maternal verbal behavior in neglect and normal mothers using DPICS. Differences have also been documented with DPICS between the behavior of conduct problem children and their siblings, and between fathers and mothers, both in normal families and conduct problem families (Robinson & Eyberg, 1981).

Results from discriminant function analysis of DPICS observations in the Robinson & Eyberg (1981) study showed this coding system to correctly classify 100% of the normal families, 85% of treatment families, and 94% of all families. Using multiple linear regression, adjusted for the number of variables in the equation, DPICS predicted 61% of the variance in parent report of home behavior problems as measured by the Eyberg Child Behavior Inventory (Robinson, Eyberg & Ross, 1980).

The established reliability of the DPICS, its ability to discriminate among problem family groups, and its correspondence with parent reports of home behavior problems provide a basis for the validity of this brief, clinic-based procedure. The distinctive data collection features of DPICS may account for its effectiveness. Continuous recording appears to contribute to validity and utility by providing a complete account of all behavior and permitting data to be collected in less time than typically required by interval sampling methods. More importantly, the structure of the three situations allows both the parent and child to proceed naturally under varying degrees of parental control, thus maximizing the possibility of observing dysfunctional interaction in problem families. The initial normative data can serve as a provisional basis against which to assess family functioning and to evaluate treatment outcome. The simplicity of the system also permits routine or periodic clinic assessment to guide the course of treatment. The DPICS appears to have considerable potential for facilitating therapist accountability by making empirical observation data easily obtainable within the clinic assessment battery.

DIRECT COMMAND

Definition

A direct command is a clearly stated order, demand, or direction in declarative form. The statement must be sufficiently specific as to indicate the behavior that is expected from the child.

Examples

Let go.	Just leave it here.
Put that block here.	Take the dishes out of the box.
Please tie your shoes.	Pretend we're at the beach.
Come here.	Spit out the marble.
Let me pick up the block.	Make one like this.
Put the Lincoln Logs back in their box.	Try and draw a horse.
Hit the nail on the head.	Sit down now.
Look at this.	Get off the table.
Build a tower.	Show me your smile.
Look (with a point).	Clean up.
See (with a point)	Go to bed.
Tell me.	Listen to me.

Guidelines

1. **Direct commands generally begin with the imperative verb, but may be preceded by "please", the child's name, or "you."**

Examples

Put the doll in the highchair.	You, sit here.
Bring the bucket over here.	Amy, put your coat on.
Color this one blue.	Ashley, move over now.

Give me the hammer.

Please turn on the light.

Nat, give me the pen.

Hand me the red crayon.

Caitlin! Give me the pen (indirect command/no opportunity & direct command).

2. **Direct commands are sufficiently specific as to give the child enough information to at least begin the task. Vague commands are coded indirect commands.**

Examples

Susan, look at me. (direct command)

Susan! (indirect command)

Sit here beside me. (direct command)

Be good! (indirect command)

Put your hands in your lap. (direct command)

Be careful. (indirect command)

Spit out the marble. (direct command)

Behave politely. (indirect command)

Clean up the room, pronto! (direct command)

Hurry up. (indirect command)

Put on your coat. (direct command)

Get ready. (indirect command)

3. **If the child is told to do a series of things in one sentence, only one direct command is coded.**

Examples

Put the truck and the car and the block in the box. (1 direct command)

Put the truck in the box (1 second pause) and put the car in there too. (1 direct command)

Shut the door and come over here. (1 direct command)

Give me the red one and the green one. (1 direct command)

Put away your marker pens and go wash your hands. (1 direct command)

4. **Commands strung together in the same sentence, but separated by a pause of 2 seconds or more are coded as separate commands.**

Examples

Bring the kitty here (2 second pause) and put her in the chair (2 second pause) and cover her with the blanket. (3 direct commands)

Sit in this chair (2 second pause) and draw something pretty (1 second pause) and use this crayon first. (2 commands)

5. **If the parent begins to give an indirect command but changes it to a direct command, Code direct command.**

Examples

Why don't...Put the bus in the toy box. (direct command)

Shall we...Sarah, put the house here. (direct command)

Let's...You take the red one. (direct command)

6. **Direct commands are always "positive" commands (i.e., they tell the child what to do rather than what not to do).**

Examples

Put the crayons in the drawer. (direct command)

Stop coloring on the walls. (negative command)

Put the hammer in the tool kit. (direct command)

Stop hammering on the mirror. (negative command)

Come here. (direct command)

Don't swing on the curtains. (negative command)

Stack the blocks in a tall tower. (direct command)

Quit throwing the blocks. (negative command)

Walk carefully with the scissors pointed down. (direct command)

Stop running with those scissors. (negative command)

Keep your hands in your lap for now. (direct command)

Don't bother your sister. (negative command)

7. Occasionally a parent will string both a direct command and an indirect command together without a pause. In such cases, code the first half of the statement.

Examples

You put the blocks away and then we'll play with the Legos.
(direct command) (Grandma's Rule if child wants to play with Legos)

We'll put the blocks away and then you go to bed. (indirect command)

8. Occasionally a parent will string both a statement and a command together. In such cases code the command.

Examples

I'll clear the table and you put away the dishes. (direct command)

Let's put away the dishes, and then I'll clear the table. (indirect command)

9. Commands directed to target child and sib(s) are coded.

Example

I want you guys to clean up now. (direct command)

10. A statement of what the child is expected to do, but which is directed to someone other than that child (e.g., to the other parent), is not coded even if the child hears it.

Examples

Eli has to do his homework tonight. (parent talking to spouse - not coded)

I want Kathryn to set the table. (parent talking to spouse - not coded)

11. When spelling words are given by the parent and not read off a sheet or from a book, when the command includes the imperative verb "spell" code direct command.

Example

Spell "cow." Spell "dog." (2 direct commands)

Spell "cow." "Dog." "Duck." (1 direct command, 2 indirect commands)

(read from list) Spell "cow". "Dog" "Duck" (1 direct command)

Decision Rules

- 1. When uncertain as to whether a statement is an indirect command or a direct command, code indirect command.**

Direct Command: examples

Sarah, look! (with a physical point) (If no physical point, indirect command)

I want you to draw a picture.

I expect you to clean this up now!

You've got to put your fingers in it like this.

Let me put the next block on.

Try to do it. (4 second pause) Try to figure it out. (direct command, no opportunity, direct command)

Let the kitty stay here.

Come here.

Just leave it there.

Parent has given command and then begins counting:

"Put that down. (direct command) One, two, three, four, five, six, ..."

(indirect command) (If separated by more than two seconds, code each number separately as indirect command)

Connect the fence. (less than 5 sec pause.) Lay it on the board. (direct command, no opportunity, direct command)

Listen to me!

Tell me what coin this is.

Count the blocks.

Say 'B,' 'C,' 'D.'

(reading words off a list) "Spell apple.. orange....peach." (1 direct command)

Please go to bed.

You need to pick up your toys.

Drink or don't drink! (direct command, comply)

You help me.

Put the toys away now...(2-4 second pause) O.K.? (direct command/no opportunity + indirect command)

Jamila! (2 second pause) Come over here. (indirect command/no opportunity + direct command)

Cover your mouth before you sneeze. (direct command, no opportunity)

Bring this note to your teacher. (direct command/no opportunity--unless child is going to school immediately)

Eat your dinner before we go out. (direct command)

I want you to...}

You need to... } (direct command unless directive not sufficiently

You have to... } specific)

You're supposed to...}

I expect you to...}

You have got to...}

All "Let me's" are direct commands unless they're vague.

On your mark. (indirect command)

Get set. (indirect command)

Go! (direct command)

Go ahead. (direct command)

Go on. (indirect command)

Go back. (direct command)

Pretend you're holding some red flowers. (direct command)

Let's pretend you are holding some red flowers. (indirect command)

INDIRECT COMMAND

Definition

An indirect command is an order, demand, or direction for a behavioral response that is implied, nonspecific, or stated in question form.

Examples

Put it here, O.K.?	Look. (without a point)
Why don't you hand me the block?	Wait.
Let's take out the red blocks.	Listen.
We're going to put the toys away now.	Come on.
Suppose you put that one away first.	Are you going to clean up?
How about giving me that one?	Wipe up all the milk, all right?
Kate!	Will you do what I ask?
See?	Look! This is a cow. (IC + statement)
Trust me.	You need to trust me. ("You need to" is direct, but code indirect because verb is vague.)
It's my turn.	Think!
May I have it now?	Hey! Ho! Yo! (as a greeting)
Strike Two (means go to TO)	Please?
Guess what I got.	Watch.
See those notches?	Gentle.
Amy, I want a kiss.	Be quiet.
Turn it off, okay?	I'd like you to clean up.
Be careful, please.	You should start eating.
Wait a minute.	Settle down.

Guidelines

1. **Interrogatives added to the end of a command make it an indirect command.**

Examples

Color this one yellow, all right? (indirect command)

Put the high-chair away now, O.K.? (indirect command)

Stack the blocks, would you? (indirect command)

2. **Commands stated in question form are coded as indirect commands. Note that an indirect command in this form requires a behavioral response from the child. A question does not ask for a behavioral response from the child.**

Examples

Will you sit down? (indirect command)

May I sit next to you? (question)

How about opening the door? (indirect command)

May I open the door for you? (question)

Why don't you put the red dress on the doll? (indirect command)

May I have it? (indirect command)

Can you name this color? (indirect command)

Shouldn't you....(indirect command)

3. **A parental statement of feeling or preference is an indirect command when it implies an action to be completed by the child.**

Examples

I would like you to comb your hair. (indirect command)

I need you to put the comb away. (indirect command)

I want you to draw a picture. (direct command)

I want the picture drawn. (indirect command)

It would make me happy if you would sing your new song. (indirect command)

It would be nice if you picked up the Legos. (indirect command)

I want that one. (indirect command or statement--see #4 below)

4. **If a preference statement follows within 5 seconds of a command, code indirect command. If greater than 5 seconds, code statement.**

Examples

Pick up the blocks. (direct command)

I like the room clean. (less than 5 seconds, indirect command)

Bring me that placemat. (direct command)

I like placemats on the table. (less than 5 seconds, indirect command)

5. **A statement that implies that an action is to be completed by the child in the immediate future is an indirect command.**

Examples

You're going to do what I say! (indirect command)

You're doing just what I said. (descriptive comment/encouragement)

Now you're going to put all these away. (indirect command)

You're putting them all away. (descriptive comment/encouragement)

Let's use the green pieces. (indirect command)

Use the green pieces. (direct command)

I'm going to use the green pieces. (statement)

6. **Nonspecific commands that do not clearly state the requested behavior are indirect commands. (See rule #7 under "NO OPPORTUNITY." p. 116)**

Examples

It's my turn to choose.

Trust me.

Look. See. (no physical point)

Watch out.

Be careful.

Watch your feet.

Be good.

Please.

Be patient.

Settle down.

Be neat.

Be quiet.

Be nice.

Calm down.

Get ready.

Act right.

Behave like a good little girl.

Be appropriate.

Excuse me (meaning push your chair in, etc.) Chill out. Chill. (meaning calm down)

7. If a nonspecific command includes some direct command words, code indirect command.

Examples

You have to trust me.

I expect you to be quiet.

You need to get ready.

I want you to calm down.

8. A nonspecific statement or question that directly follows (5 sec. or less) a command and serves to repeat or elaborate and strengthen the command is an indirect command. (But see rule #7 under "NO OPPORTUNITY." p. 116)

Examples

Parent: Put your coat on. (direct command)

Parent: Hurry up! (indirect command)

Parent: Bring the cars back. (direct command)

Parent: Did you hear me? (indirect command)

Parent: Let's build a space station. (indirect command)

Parent: Come on. (indirect command)

Parent: Help me build a house. (direct command)

Parent: (pause greater than 2 seconds) O.K.? (indirect command)

Parent: Will you come here? (indirect command)

Parent: Carolyn! (indirect command)

Parent: Put all the blocks in the toy box. (direct command)

Parent: Here's one over here. (indirect command)

Parent: How about this one? (indirect command)

Parent: Let's leave for the bus stop now. (indirect command)

Parent: Are you listening? (indirect command)

Parent: Find the block. (direct command)
 Parent: Closer. (indirect command)
 Parent: You're closer. (descriptive comment/encouragement)

9. **Indirect commands are always "positive" commands (i.e. they tell what to do rather than what not to do.)**

Examples

Will you sit next to me? (indirect command)
 Will you stop running around the room? (negative command)

How about putting the crayons in the drawer? (indirect command)
 Why don't you stop coloring on the wall? (negative command)

Why don't you whisper? (indirect command)
 Why don't you stop shouting? (negative command)

10. **Occasionally a parent will string both a direct command and an indirect command cases, code together without a pause. In such the first half of the statement.**

Examples

You put the blocks away and then we'll play with the Legos. (direct command) (if the child has indicated that he wants to play Legos, this is a "Grandma's Rule")

We'll put the blocks away and then you go to bed. (indirect command)

11. **Commands directed to target child and sib(s) are coded.**

Example

I want you guys to clean up now, OK? (indirect command)

12. **When a child's name is used independently of a sentence (or within a sentence but separated by a pause of 2 seconds or more), code indirect command, no opportunity.**

Note: There does not need to be 2 seconds between the child's name and the next command. Listen carefully to see if the child's name is a command all by itself.

Examples

Aaron! Come over here. (indirect command, no opportunity + direct command)

Honey. (indirect command, no opportunity)

Hey! (if used in place of child's name - indirect command, no opportunity)

13. **"Remember to" commands are indirect commands.**

Examples

Remember to hang up your coat when you come home from school this afternoon. (**indirect command**, no opportunity)

Remember to fix your broken one. (**indirect command**)

Remember that yours broke? (**question**)

Remember to take your sand toys to the beach. (**indirect command**)

Remember what happened last time we went to the beach? (**question**)

Remember to draw a picture of the pretty rainbow we saw. (**indirect command**)

Remember when we saw the pretty rainbow. (**question**)

Remember to cover your mouth next time you cough. (**indirect command**, no opportunity)

Remember to wipe your feet (as child is coming in door—child ignores the command). (**indirect command**, non-comply)

Remember to put those guys in their house. (**indirect command**)

Remember that those guys go in their house? (**question**)

Decision Rules

1. Code indirect command when uncertain as to whether the command is direct or indirect.
2. Code question when uncertain as to whether the verbalization is an indirect command or a question.
3. Code indirect command when uncertain as to whether the command is a critical statement or an indirect command, unless the command is heavily unpleasant.

Indirect Command: examples

"Here are some more." (pointing or handing objects to child)

"It's time for me to choose."

"It's time to clean your room." "It's my turn now."

"You can do..." (when parent wants child to do suggested behavior)

"Do you want to....?" (if referring to routine activity, or to an expectation of certain behavior)

"We have to put the toys away, OK?"

"It's 7:30. It's time to go to bed." (statement, indirect command)

"Aren't you going to help me?" (this can also be critical)

"Be careful, just a minute." (indirect command, no opportunity, indirect command, no opportunity)

"We pick up the toys when we're through with them."

"I would like you to..." "Let's put the toys away now."

"We'll have to learn more about magnets." (indirect command, no opportunity)

"Line them up, shall we?"

"Maybe you can draw one."

"We can draw one."

"You should cover your mouth when you cough." (indirect command, no opportunity)

"Here." (with obvious intent)

"Shall we see if we can...?" "Should we try this one?"

"Try real hard and you can do it, OK?"

"You can go first." (could be a statement when giving info or permission)

"I need the toys picked up."

All "Shall we's."

"What do you say?" (meaning: "Say thank-you." Or "Say excuse me when you burp.")

"You should..." "I need you to..." "You'd better..."

"Can you name that color?"

"I think we'd better clean up now."

"See if it fits." "Watch your hands."

"Lookit." "Do me a favor."

"The rules are, you gotta stay in this area."

"Let's pretend" (always a comply unless child says no)

"Let's look, or you can work, or whatever."

"Wai-Wai-Wai-Wai-Wait!" (indirect command, no opportunity x 5)

"Remember to..." (indirect command)

"On your mark, Get set, Go!" (indirect command x2, no opportunity x 2;
direct command)

"Do you want to...?" "Can you...?" (If a behavior is expected, code indirect command.
If it's a genuine question, code question.)

Parent: Hang up your coat. (direct command)

Child: No! (smart talk)

Parent: Yes! (indirect command)

Please? (indirect command)

Child: No! (smart talk)

Parent: Yes! (critical because argumentative)

"I bet you can finish all that salad before Daddy finishes his."

Child: Dawn and me...

Parent: Dawn and I ... (indirect command)

Child: Dawn and I ...

Get started.

(singing a clean-up song) "Clean-up, clean-up, everybody clean-up..." (code 1 indirect command, check for compliance. If child does not comply and parent begins the song again, code 1 indirect command and check for compliance. If child complies and parent continues to sing just for fun, do not code.)

STATEMENT

Definition

A statement is a declarative sentence or phrase that gives an account of the objects or people in the situation or the activity occurring during the observation.

Examples

Looks like the doll wet her diaper.

This garage has an elevator that unloads automatically.

The circus master sits here, in the engine car.

Here's the cowboy. (not handing it to child)

One, two, three sheep!

I'm too tired to play jump rope right now.

Guidelines

1. A statement gives an account of:

a. the parent's ongoing activity

Examples

I'm putting my car next to yours. (statement)

This is a picture of you I'm drawing. (statement)

My driver is driving very slowly and carefully.
(statement)

b. the toys or objects in the room

Examples

What a pretty dolly. (statement)

This circus train has a whistle. (statement)

The toy box is really a play stove. (statement)

c. general comments relevant to the immediate situation

Examples

I think some of the puzzle pieces are missing. (statement)

Legos are fun to play with. (statement)

It will be time to go home in 10 minutes. (statement)

d. interpretations of unstated feelings or motivations

Examples

You look like you're feeling angry. (statement)

I'll bet you're feeling frustrated with all those missing parts. (statement)

e. play noises (code a maximum of 5 on a page - put the rest in "other" box on coding sheet)

Examples

chugga - chugga - chugga - chugga...

EEK!

f. parent talking to self

Examples

Do not code Startups or self-acknowledges

This car can go over here.

Well,...

Hmmm...

That's probably not going to work.

OK,...

Boy, I really botched that.

Alright now,...

Now, where did I put that?

Let's see...

This doesn't work does it?

Oops...

2. The statement must describe the ongoing activity. A comment that refers to events outside of the immediate situation is an irrelevant verbalization.

Examples

On our way home, we'll stop at the ice cream shop. (irrelevant verbalization)

I'm drawing a picture of Daddy. (statement)

You went swimming yesterday. (irrelevant verbalization)

3. **Statements are evaluatively neutral and contain no praise or criticism of the child's products or activities, although the parent may have intended the statement as a praise.**

Examples

There are a lot of cars lined up. (statement)

I like the way you lined up all the cars. (labeled praise)

You lined up all the cars. (descriptive comment/encouragement)

Looks like you drew a tornado. (statement)

You can draw better than that silly scribbling. (critical)

4. **Statements are free of implied orders or demands. A verbalization that implies an action to be begun by the child in the immediate future is an indirect command.**

Examples

It's almost time to go home. (statement)

Let's get ready to go home. (indirect command)

It's time to go home. (indirect command)

There are lots of toys all over this room. (statement)

Looks like you're putting away some toys. (desc. comment/encouragement)

I'd like you to put away some toys. (indirect command)

Child: (playing with cars)

Parent: (placing blocks in front of child) You're going to build a fort now. (indirect command)

Parent: (pointing to various toys around the room) There are lots of toys here to play with. (statement)

5. **Statements strung together but separated by a pause of 2 seconds or more are coded as separate statements.**

Examples

I'm moving the car into the elevator (2 second pause) and lifting it to the roof (2 second pause) and giving it an oil change.(3 statements)

That tower is so tall (2 seconds) it looks ready to fall over.(2 statements)

One, two, three, four, five! (1 statement)

One (2 second pause) Two (2 second pause) Three. (3 statements)

A, B, C, D, E, F, G. (1 statement)

6. **An answer to the child's question involving more information than a simple yes or no is a statement.**

Examples

Child: Where is Ethiopia?

Parent: It is in Africa. (statement)

Child: What is this?

Parent: It looks like a hoist. (statement)

Child: Can we get some doughnuts?

Parent: No. We're going to have dinner soon. (acknowledge and statement)

7. **A parental statement given as part of play or pretend talk (e.g., puppet talk, doll talk, or toy telephone talk) is coded as a statement but should be noted in the Other box as play talk. NOTE: ALL PLAY TALK IS CODED THE SAME WAY NON-PLAY VERBALIZATIONS ARE CODED.**

Examples

Hello there little girl! (parent talking for toy farmer - statement)

I'm a big green giant. (parent talking for puppet-statement)

Ring, ring, ring. Hello! (pretend telephone talk-statement x 2)

You're a creepy, icky, mean monster. (play talk) (critical statement x 1)

Daddy! Please don't go! (play talk) (indirect command/no opportunity/negative command)

8. **A permission statement to a child's request is coded a statement.**

Example

Child: I want to go outside.

Parent: You can go outside. (statement)

Child: Can I watch Mr. Rogers?

Parent: Yes. You may. (acknowledgment and statement)

9. **Greetings and certain polite expressions are statements (unless they are criticals or acknowledgments)**

Examples

Hello!

Goodbye!

Hey!

I'm sorry.

Excuse me.

Yo!

Decision Rules

1. **When uncertain as to whether the verbalization is a statement, reflective statement/question, labeled praise, unlabeled praise, direct command, indirect command, irrelevant verbalization, pretend talk, or critical statement, code statement.**
2. **When uncertain as to whether a verbalization is a statement or an acknowledgment, code acknowledgment.**

Statement: additional examples

"It's 9:30."

"It's almost time to put the toys away. You can add one more thing."
(statement + indirect command)

"In a few minutes it will be time to put the toys away." (statement)

"You don't have to....."

"You can go to Margaret's house." (when permission is being given)

"You can't open it." (meaning "it's physically impossible". If used as a put-down, code negative command)

"Let me see." (mother talks to self while looking at toys)

"Let's see." (talking to self)

"It's alright." (statement)

"You got them all right." (unlabeled praise)

Right! (unlabeled praise)

Child: "Here's a red ball."

Parent: "You've got a blue ball." (see Reflective Statement, Guideline 3)

"In 5 minutes, you'll have to feed the dog." (statement)

"I want to put this here."

"I think so."

"I don't know."

"Here." (meaning parent is about to help)

Parent helping with spelling:

"Spell rainbow." (direct command)

"The word is rainbow." (indirect command)

"R-r-r-r" (statement)

"Because."

"You won." (if said with enthusiasm, code descriptive commenting/encouragement)

Parent: I want to teach you this game. (statement)

Child: No. (smart talk)

Parent: Yes. (indirect command)(because it is a follow up command)

Child: No. (smart talk)

Parent: Yes. (critical)

DESCRIPTIVE COMMENT/ENCOURAGEMENT

Definition of Descriptive Comment

A descriptive comment is a statement or phrase that describes what the child is doing. Frequently there is a quality that sounds much like a radio announcer or someone who is describing an ongoing activity to a blind person. These comments express an interest in what the child is doing in the here and now. They are not about what the child may have done in the past or will be doing in the future.

Guidelines

1. A descriptive comment gives an account of the child's ongoing activity.

Examples

You're putting the cow in the barn. (descriptive comment/encouragement)

You're stacking up all of the blue ones. (descriptive comment/encouragement)

You've chosen a purple crayon. (descriptive comment/encouragement)

Now you're finishing the roof. (descriptive comment/encouragement)

The red block is going on top of the green block (descriptive comment/encouragement)

Yesterday you raked the lawn. (statement or irrelevant verbalization)

Tomorrow you'll go to the zoo. (statement)

2. A descriptive comment may describe the child's body language or physical activity.

Examples

You're flopping your arms like Raggedy Andy. (descriptive comment/encouragement)

You're jumping off the third stair. (descriptive comment/encouragement)

Your head is down, your bottom is up and you look like you're about to do a somersault. (descriptive comment/encouragement)

You're scooping the sand with your shovel and making a big tall hill of sand! (descriptive comment/encouragement)

You're stretching way up high and reaching for the clouds. (descriptive comment/encouragement)

3. **Descriptive comments are evaluatively neutral and contain no praise or criticism of the child's product, activity or feelings.**

Examples

You've lined up all the cars for the car wash. (descriptive comment/encouragement)
That's neat the way you lined up all the cars. (labeled praise)
Your car line up isn't very straight. (critical statement)

You're pouring water on my face! (descriptive comment/encouragement)
You're pouring water on my face so nicely. (labeled praise)

4. **Descriptive comments are statements which focus on the child as opposed to the parent or the child's toys.**

Examples

You've put the horse next to the cow. (descriptive comment/encouragement)

It looks as though the horse and cow are friends. (statement)

My cow is coming to meet your cow. (statement)

5. **Descriptive comments do not interpret but simply state facts.**

Examples

You're folding all the corners. (descriptive comment/encouragement)

It looks like you're making a kite. (statement)

You're drawing a tree. (descriptive comment/encouragement)

6. **Descriptive comments are free from implied orders, requests or commands. They follow a child's lead rather than lead a child.**

Examples

Child begins to clean up blocks.
Parent: You're going to put the blocks away first. (descriptive comment/encouragement)

Child playing with blocks.
Parent: You're going to put all the blocks away now. (indirect command)

Decision Rules

1. When uncertain as to whether a verbalization is a statement, reflective statement or question, labeled praise, unlabeled praise, irrelevant verbalization, indirect command, acknowledgment or descriptive comment/encouragement, code statement.
2. When uncertain as to whether a verbalization is a statement or a descriptive comment/encouragement, code statement.

Definition of Encouragement

Encouragement is a statement or phrase that expresses approval, appreciation, or positive acknowledgment of the child's efforts, attributes or product.

Examples

Wow!/Wowee!	You won!	That looks like fun!
Hooray!	You did it!	You are a big boy!
There you go!	Yay!	What a big girl!
You're strong.	Yes!	'Atta boy/girl!
Way to go!	Alright!	You got that solved.
That's an idea.	That's one idea.	You've got an idea.
Thumbs up, bud.	Bless your heart.	You're mighty welcome.
You're so fast.	You're helping.	That's very straight.
You are concentrating hard!		You're balancing on one foot!
That drawing will go on the wall/refrigerator!		
You're lucky!	You're cheerful.	I bet you can finish your lunch!

Guidelines

1. **Unlike praise, encouragement does not include an evaluative word in its verbalization.**

Examples

There you go! (descriptive comment/encouragement)
 You've remembered all your letters! (descriptive comment/encouragement)

You've picked up all the toys! (descriptive comment/encouragement)
 You're doing a great job of picking up everything! (labeled praise)

That's energetic of you! (descriptive comment/encouragement)
 Your energy is terrific! (labeled praise)
 You took your plate to the sink! (descriptive comment/encouragement).

2. **Similar to praise, encouragement often expresses enthusiasm, warmth or a pleasant tone of voice.**

Examples

You're keeping your hands to yourself! (descriptive comment/encouragement)

You're setting the table! (descriptive comment/encouragement)

Sweetheart, you put a spoon in every bowl. (descriptive comment/encouragement)

You've finished everything on your plate! (descriptive comment/encouragement)

Look at that! (descriptive comment/encouragement)

How about that! (descriptive comment/encouragement)

3. **Encouragement is often a borderline compliment.**

Examples

You walked so quietly, I couldn't hear your feet! (descriptive comment/encouragement)

You're becoming a reader! (descriptive comment/encouragement)

You're thinking hard! (descriptive comment/encouragement)

You're quick. (descriptive comment/encouragement)

That was an interesting story! (descriptive comment/encouragement)

That's very straight! (descriptive comment/encouragement)

You are so alert today! (descriptive comment/encouragement)

You're getting warmer/closer/hot! (when playing a game) (descriptive comment/encouragement)

*You're getting cold/you're freezing! (when playing a game, meaning 'You're doing worse.')

(code statement. Do not code critical)

4. A comment which expresses pleasure in the child's positive feelings will be coded descriptive comment/encouragement.

Examples

That looks like fun. (descriptive comment/encouragement)

Such a lot of happiness! (descriptive comment/encouragement)

You're pretty cheerful! (descriptive comment/encouragement)

You are so enthusiastic! (descriptive comment/encouragement)

Decision Rules

1. When uncertain as to whether a verbalization is unlabeled praise, labeled praise or descriptive comment/encouragement, code descriptive comment/encouragement.
2. When uncertain as to whether a verbalization is a statement or a descriptive comment/encouragement, code statement.

DESCRIPTIVE QUESTION/ENCOURAGEMENT

Definition of Descriptive Question/Encouragement

Descriptive Question/Encouragement is a question that expresses approval, appreciation or positive of the child's efforts, attributes or products. See the encouragement section on pages 30 through 32 for more clarification.

Examples

You got that solved, didn't you?

You did that fast, didn't you?

You've remembered all your letters, haven't you?

You're becoming a reader, aren't you?

That's very straight, isn't it?

Such a lot of happiness, don't you think?

You're pretty cheerful, aren't you?

Aren't you proud of yourself?

You're doing them kind of differently, aren't you? (meaning creatively)

Decision Rules

- 1. When uncertain as to whether a verbalization is unlabeled praise, labeled praise, or descriptive question/encouragement, code descriptive question/encouragement.**
- 2. When uncertain as to whether a verbalization is a question or a descriptive question/encouragement, code question.**

QUESTION

Definition:

A question is a comment expressed in question form. It gives an account of the objects or people in the situation or the activity occurring during the interaction. This question follows a child's activity rather than attempting to lead it.

Examples

"See?" (as in "Do you understand?")

"I'm driving the car carefully, aren't I?"

"Can you tie your shoes?" (meant as a question, not a request or command)

"Wasn't that fun?"

"Guess what?"

"Isn't that a pretty dolly?"

"Know what?"

"Do you want to use these blocks for a bridge?"

"Should I be the policeman?" (assuming there is a choice)

"How do you spell your name?"

"What's 10 minus 7?"

"What does the dog say?"

"I wonder what that is?"

Child: I need a blue one.

Parent: Oh, do you? (ack, question)

Child: (reaches for barn)

Parent: You want to play with the barn?

Child: (squirms in chair)

Parent: You have to go to the bathroom, don't you?

Guidelines

1. The phrase **must be in question form**.
2. Some questions are **differentiated from statements only by inflection** - that is, they do not appear in question form. The **voice rises rather than falls at the end of the sentence**.

Examples

Child: I want a red one.

Parent: The red one? (reflective question)

or

Parent: The red one with the yellow stripe? (question)

or

Parent: The green block will be under the red one? (question)

Child: (playing with cars)

Parent: You have the cars? (question)

2. When a **question is attached to the end of a statement**, it is always coded a question.

Examples

Child: Give me that. (pointing to doll)

Parent: You want to play with the doll, don't you? (question)

Parent: This is a red one, isn't it? (question)

Child: (pouring pretend tea)

Parent: You want the spoon here, right? (question)

4. **Rhetorical questions are coded either as questions or reflective questions depending upon whether they repeat the child's words. Sometimes a parent asks a question but does not expect a verbal or behavioral response.** These questions might be called rhetorical questions.

Examples

Child: This is an apartment building.

Parent: Is that what it is? (question)

Child: Let's play house!

Parent: House? (reflective question)

or

Parent: What? (question)

or

Parent: Why not? (acknowledgment)

Child: (drawing a clown)

Parent: Isn't that a funny clown? (question)

5. **A question usually requires a verbal answer from the child, but does not request a behavioral response. (Note: Reflective questions do not require verbal responses.)**

Examples

Child: We need a big one.

Parent: How about this one? (question)

Child: Yeah!

Parent: Can I use this Lego for the door? (question)

Child: O.K.

Parent: Is that doll going to be the mommy? (question)

Child: No.

6. **Questions that refer to the child's feelings, opinions, or preferences are coded as questions.**

Examples

"Are you having fun?" (question)

"How do you like this one?" (question)

"Which toy do you want to play with?" (question)

"Is this where you want me to build my house?" (question)

"How do you feel?" (question)

7. **A question is distinguished from an acknowledgment by its content. Questions contain some content, whereas an acknowledgment is free of content. (A question asks for some information, whereas a reflective question does not.)**

Examples

Child: I'm building a garage.

Parent: Garage, huh? (reflective question)

or

Parent: Huh! (acknowledgment)
 or
 Parent: Sure enough! (acknowledgment)
 Parent: What? (question)
 Parent: Why? (question)

Child: Let's play house.
 Parent: House? (reflective question)
 Parent: Now? (question)
 Parent: Why not? (acknowledgment)

8. **A question is distinguished from an indirect command stated in question form in that a question does not require an action by the child other than an answer to the question whereas an indirect command always requires an act by the child. (When you are trying to get information from a child, you are using a question.)**

Examples

"What color is this?" (question)
 "How about picking up the toys now?" (indirect command)
 "This is a pick-up truck, isn't it?" (question)
 "Why don't you play with the truck?" (indirect command)
 "How much is 1 plus 1?" (question)
 "Would you put two blocks here?" (indirect command)
 "What do you have in your hand?" (question)
 "Why don't you give me that gun?" (indirect command)

Decision Rules

1. **When uncertain as to whether a verbalization is an indirect command or question, code down to a question.**
2. **When uncertain as to whether a verbalization is a question or a statement, code down to statement.**

Question: additional examples

"Are you sure there is a '6' on the dice?" (question)
 "Remember to bring along your boots." (indirect command)
 "Remember what we did at Lois' house?" (question)
 "Do you want some fruit? Apple? Grapes?" (question x 3)

"Do you want to blow your nose?" (question)

"Why don't you blow your nose now?" (indirect command)

"How do you spell apple?" (question)

"What do you want to pick out for dinner?" (question)

"What would you like to play next?" (question)

"Why do you want to make guns?" (question)

"Are you finished with your tower?" (question)

"Do you want to be the pirate or the person on the desert island?" (question?)

REFLECTIVE STATEMENTS AND QUESTIONS

Definition: Reflective Statement

A reflective statement is a statement which repeats all or part of the child's preceding verbalization. The reflection may be exactly the same words the child said, may contain synonymous words, or may contain some elaboration upon the child's statement, but the basic content must be the same as the child's message.

Examples

Child: The pig is fat.

Parent: The pig is fat.

Child: The choo-choo go whiz.

Parent: The train goes very fast.

Child: I put the car here and the truck here.

Parent: You put the car and the truck beside each other.

Child: Give me the car.

Parent: You want the car.

Child: That's a funny clown.

Parent: You think he's funny.

Guidelines

1. A reflective statement must be in declarative form rather than in question form.

Examples

Child: My doll's name is Peter.

Parent: His name is Peter. (reflective statement)

Parent: His name is Peter? (reflective question)

Child: I smeared the paint.

Parent: It looks like you smeared a little paint.
(reflective statement)

Parent: You smeared the paint? (reflective question)

Child: The toy box is full.

Parent: The toy box is very full. (reflective statement)

Parent: Is the toy box full? (reflective question)

2. **The reflective statement must retain the verbal content of the child's statement by including at least some of the child's words or exact synonyms of the child's words.**

Examples

Child: My teacher is taking us to the zoo.

Parent: Oh, you're going to the zoo. (reflective statement)

Parent: Your teacher is taking you to see the animals.
(reflective statement)

Parent: You're going to the place where they have a lot of
different kinds of animals to watch. (reflective statement)

Parent: You're going to see some animals. (statement)

Child: Our dog is scratching because of those itchy bugs on his fur.

Parent: Our dog is scratching because he has fleas and needs some special
medicine. (reflective statement)

Child: The mommy and the daddy and the sister are eating dinner.

Parent: The whole family is eating dinner. (reflective statement)

Child: The man with the straw hat is feeding the chickens.

Parent: The farmer is feeding the chickens. (reflective statement)

Child: This doll is getting ready for school.

Parent: Oh, she is, is she? (acknowledgment and question)

Child: Give me that. (pointing to truck)

Parent: Oh, you want to play with the truck? (acknowledgment and question)

3. **The reflective statement must retain the basic meaning of the child's statement. Rephrased statements containing non-synonymous words that change the child's intent are coded as statements. (Verbalizations that correct the child by restatement are coded as statements; verbalizations that correct the child by pointing out what is wrong are coded as critical statements.)**

Examples

Child: Build a wall.

Parent: You want me to build a wall. (reflective statement)

Parent: You want us to build a fort. (statement)

Child: I don't like this game.

Parent: You really do like this game. (statement or critical)

Child: This is a big red block on top.
 Parent: That's a green block on top. (statement)
 Parent: No. That's not a red block. (2 critical statements)

Child: Daddy said I can stay up till 10:00.
 Parent: Daddy said you can stay up till 9:00. (statement)
 Parent: No, Daddy said 9:00. (critical statement and statement)

4. The reflection may contain a descriptive elaboration or a grammatical correction of the child's message as long as the original content is retained.

Examples

Child: The girl is in the green car.
 Parent: The green car has the girl and the boy in it. (reflective statement)
 Parent: The boy is also in the car. (statement)

Child: I made a big square.
 Parent: You made a big square in the circle. (reflective statement)
 Parent: You made a big circle. (statement)
 Parent: No, you didn't make a big square. (critical statement x 2)

Child: Cow moo.
 Parent: The cow says moo. (reflective statement)

Child: This piece doesn't fit.
 Parent: This piece doesn't fit and you've tried almost every hole on the board. (reflective statement)

5. A reflective statement may reflect stated feeling content but does not interpret unstated feeling.

Examples

Child: I like playing with these Legos.
 Parent: You like this game. (reflective statement)
 Parent: You enjoy playing with these Legos. (reflective statement)

Child: This is a stupid game.
 Parent: You think this game is dumb. (reflective statement)
 Parent: I think you're getting tired. (statement)

Child: I'm mad at you.
 Parent: You're mad at me. (reflective statement)
 Parent: I'm sorry that you're mad at me. (statement)
 Parent: You're mad at me and that makes me feel bad. (statement)

Parent: You're angry with me. (reflective statement)
 Parent: You're mad at me because I won't let you play longer. (statement)

Child: I'm scared to make it higher.
 Parent: You're scared. (reflective statement)
 Parent: You're afraid. (reflective statement)
 Parent: You're scared to put another block on. (reflective statement)
 Parent: You're really just lazy. (critical statement)

Child: I can't put the puzzle together.
 Parent: You're having a hard time with that puzzle. (same meaning)
 (reflective statement)
 Parent: You're feeling frustrated with that puzzle. (interpretation of
 unstated feeling - statement)
 Parent: You're trying hard to put that puzzle together. (changes child's
 meaning - statement)
 Parent: You can't get the pieces to fit together. (reflective statement)

Child: I'm happy that we found the cookie monster.
 Parent: You're glad that we found him. (reflective statement)
 Parent: You're happy that we found him. (reflective statement)
 Parent: You're feeling hungry for cookies too. (statement)

Child: I can't find any more white cards.
 Parent: You seem upset because you can't find them. (statement)

Child: This game takes a long time.
 Parent: This is a long game. (reflective statement)
 Parent: You're getting bored with this game. (statement)

6. Reflective statements are evaluatively neutral and contain no praise and no criticism.

Examples

Child: This is a tower.
 Parent: I like your tower. (labeled praise)
 Parent: This is a tall red tower. (reflective statement)

Child: I drew a house.
 Parent: You drew a sloppy house. (critical statement)
 Parent: You drew a ranch style house. (reflective statement)

Child: I'm going to use this board to be my fence.
 Parent: That's a good idea to use the board for a fence. (labeled praise)
 Parent: You're using the board for a fence. (reflective statement)

Child: I'm too dumb to do this.

Parent: You're too dumb to do this. (critical statement)

Parent: You think you're too dumb to do it. (reflective statement)

Parent: You think you're stupid. (reflective statement)

Parent: You're a smart boy. (unlabeled praise)

Decision Rules

1. **When uncertain as to whether a verbalization is a reflective statement or a labeled praise, unlabeled praise, critical statement, or direct command, code reflective statement.**
2. **When uncertain as to whether a verbalization is a statement, an acknowledgment, or a reflective statement, code statement or acknowledgment.**
3. **When a verbalization is both a reflective statement and a descriptive comment/encouragement, code reflective statement.**

Definition: Reflective Question

A reflective question expresses in question form the child's verbalization immediately preceding it. The reflection may be exactly the same words the child said, may contain synonymous words, or may contain some elaboration upon the child's statement, but the basic content must be the same as the child's message. These questions follow the child's activity rather than attempting to lead it, reflecting the child's remarks rather than attempting to direct them or to gather information.

Examples

Child: You be the policeman.

Parent: Should I be the policeman? (reflective question)

Child: That pig is fat.

Parent: The pig is fat, isn't he? (reflective question)

Child: Give me the car!

Parent: You want the car? (reflective question)

Child: That's a funny clown.

Parent: Isn't he funny? (reflective question)

Child: I'm making a fan out of the wheels.

Parent: Oh, the fans? (acknowledgment and reflective question)

or

Parent: You're making a fan out of the wheels? (reflective question)

Guidelines

1. The phrase must be in question form.
2. Like all questions, reflective questions are differentiated from reflective statements by inflection. The voice rises rather than falls at the end of the sentence.

Examples

Child: I want a red one.

Parent: The red one, huh? (reflective question)

Child: Here's the baby.

Parent: The baby? (reflective question)

Child: Here's the baby.

Parent: There's the tiny baby. (reflective statement)

3. **A reflective question is distinguished from an acknowledgment by its content. Reflective questions must contain some content, whereas an acknowledgment is free of content.**

Examples

Child: No.

Parent: No? (acknowledgment)

Child: I'm building a garage.

Parent: Garage, huh? (reflective question)

or

Parent: Huh! (acknowledgment)

or

Parent: Sure enough! (acknowledgment)

4. **Rhetorical questions are coded as questions or reflective questions, depending upon whether they repeat the child's message. Caution: Not all reflective questions are rhetorical. In other words, some reflectives are asking for a verbal response. Sometimes a parent asks a question without expecting a verbal or behavioral response. These questions might be called rhetorical questions.**

Examples

Child: I'm making it look like Grandma's.

Parent: You're gonna draw a cabin like Grandma Rose's? (reflective question?)

Child: Give me the car!

Parent: You want the car? (reflective question)

Child: That's a funny clown.

Parent: Isn't he funny? (reflective question)

Child: I'm going to the seashore.

Parent: Oh, the seashore? (acknowledgment and reflective question)

Decision Rules

1. **When uncertain as to whether a statement is a reflective statement or a reflective question, code reflective statement.**
2. **When a string of reflectives is given, code only the first one as reflective.**
3. **When a verbalization is both reflective and descriptive comment/ encouragement, code reflective.**

ACKNOWLEDGMENT

Definition

An acknowledgment is a brief verbal response to the child's verbalization or behavior that contains no manifest content other than a simple yes or no response to a question, or that communicate a recognition of something the child has said or done, with no descriptive content.

Examples

Yes	Sure	Is it!	There we go.
No	All right	It does!	Perhaps
Yeah	Uh-huh	How about that	Well I 'll be
O.K.	Um-hmm	Oh, my goodness	Oh!
Why not!	Sure does	Yuk	We'll see.
Hello (as a response)		Uh uh	I know.
Oh, dear	I see.	Sure enough.	Really!?
Hmmn?	Fair enough.	Maybe	Oops! (to something child has done - if not critical)
Gee.	That's fine.	There!	
Alright (perfunctory)		Bless you. (after a sneeze)	You betcha.

Guidelines

1. The verbalization **must be in response to the child.**
 - a. It may be in **response to something the child said**

Example:

Child: This is fun.

Parent: Um-hmm.

- b. It may be a recognition of the child's compliance to a command.

Example:

Parent: Put the truck on the shelf. (direct command)

Child: (complies)

Parent: OK. (acknowledgment)

2. "Yes" and "no" answers to a child's question are coded acknowledgment.

Example:

Child: Is this the right place?

Parent: Yeah! (acknowledgment)

or

Parent: No. (acknowledgment)

or

Parent: Sure is. (acknowledgment)

3. Acknowledgment is distinguished from other categories such as reflective statement, statement, descriptive/reflective question, indirect command, or unlabeled praise by its lack of content.

Examples:

Child: This is a green tractor.

Parent: Uh-huh. (acknowledgment)

Parent: A tractor. (reflective statement)

Parent: Uh-huh, a tractor. (acknowledgment and reflective statement)

Parent: Oh, the tractor lost a wheel. (acknowledgment and statement)

Child: Sure does.

Parent: Sure does. (acknowledgment)

Child: Yes.

Parent: Yes. (acknowledgment)

4. The two second rule does not apply to acknowledgments. Instead, listen for punctuation.

Examples:

Child: Let's build a space ship.

Parent: O.K. (pause less than 1 second) Here are some wings for the space ship.
(acknowledgment + indirect command)

Child: I want to play with these.

Parent: O.K. (1 second pause) But first you need to clean all these up.
(acknowledgment + direct command)

Even though there are less than two seconds between the "O.K." and the command, they are two separate thoughts. "O.K." is clearly acknowledging the child's idea and not part of the command.

5. **Do not code as acknowledgment non-content verbalizations that are not a clear response to the child.**

Examples:

Parent: (sets puzzle on table)

Parent: O.K. . . (3 sec.) Now let's play with the puzzle. (indirect command)
(O.K. is not coded because parent acknowledged their own behavior.)

Parent: (thinking out loud) Oh, my goodness. (not coded)

Child: What?

Parent: I forgot to unplug the iron. (irrelevant verbalization)

6. **Do not code when parent says "well".**

Example:

Well....I think I will use the red one. (one statement)

Well, well, well. I think you look very hungry. (one statement)

Decision Rules

1. **When uncertain as to whether the verbalization is an acknowledgment or some other category such as reflective statement, statement, question, reflective question, direct command, indirect command, labeled praise, or unlabeled praise, code acknowledgment.**
2. **When uncertain as to whether a verbalization is a startup or an , do not code it.**

Acknowledgment additional examples:

Child: (sneezes)

Parent: "Bless you."

Child: "It's a square, or maybe an octagon."

Parent: "Well, whatever."

When "no" is being said to a question, code acknowledge.

When "no" is being said to a behavior or a statement (correcting), code critical.

"There!" (when intending "There, that's done!")

"Here you go." (if said without reaching or other gesture)

"Oh, really?" (1 acknowledgment)

"Oh, no!" (2 acknowledgments)

"Oh, ok." (2 acknowledgments)

"Oh-oh." (1 acknowledgment)

"Oh, I see." (2 acknowledgments)

"Oh yeah?" (1)

"Maybe." (1)

"Yes, dear." (1)

IRRELEVANT VERBALIZATION

Definition

An irrelevant verbalization is a comment or question that pertains to an event, individual, or object that is unrelated to the ongoing activity of the parent or child.

Examples

Child: These are flowers.

Parent: Grandma needs some new slippers. (irrelevant verbalization)

Parent: Grandma has flowers like those in her garden. (statement)

Child: This train goes to Baltimore.

Parent: I think we need a vacation. (irrelevant verbalization)

Parent: We went to Baltimore last summer. (statement)

Child: This car is fast.

Parent: Did you get your father a birthday present? (irrelevant verbalization)

Parent: It's just like your Hot-Wheels at home. (statement)

Child: I want to draw another picture.

Parent: When you get home, you can play with Doris. (irrelevant verbalization)

Parent: You can draw another picture when we get home. (statement)

Guidelines

1. **An irrelevant verbalization must be introduced by the parent.**

Examples

What time do you have to be at school tomorrow? (irrelevant verbalization)

I have to buy some groceries on our way home. (irrelevant verbalization)

I almost forgot, "Star Wars" is on tonight. (irrelevant verbalization)

I'll bet your Grandma is having fun on her whale-watching trip in the islands. (irrelevant verbalization)

2. **Parental elaboration of, or continued discussion of, topics introduced by the child is not coded irrelevant verbalization.**

Examples

Child: I got an A in spelling today.

Parent: You must have studied hard. (statement)

Parent: How many did you get right? (question)

Child: Did you feed Kitty this morning?

Parent: Yes, I gave her some crunchies. (statement)

Child: Bailey got a new bike.

Parent: I'll bet it's a 10-speed. (statement)

Parent: You need a new bike, too. (statement)

3. **Once a topic has been introduced by an irrelevant verbalization, and the child becomes verbally engaged, it becomes relevant and subsequent discussion by the parent is coded.**

Example

Grandma Diane's present came today. Where shall we put it? (irrelevant verbalization x2, unless child responds to first sentence.)

Decision Rules

1. **When uncertain as to whether a comment is an irrelevant verbalization or falls within another code category such as statement, reflective statement/question, question, indirect command, direct command, labeled praise, unlabeled praise, or critical statement; do not code irrelevant verbalization.**
2. **If a parent is simply trying to engage the child in conversation, such as "How was your visit at Samantha's house?", do not code irrelevant verbalization. Such comments are viewed as a conversation starter when the parent's obvious intent is to engage the child in an interaction. Parents sometimes use this strategy when a child is being shy or more quiet than usual.**

Good work.

Great job.

2. **Unlabeled praise is nonspecific and does not include a specific action, object, or adjective. Specific praise is labeled praise.**

Examples:

Terrific! (unlabeled praise)

Terrific drawing! (labeled praise)

Good. (unlabeled praise)

Good singing. (labeled praise)

You're being considerate. (unlabeled praise)

You're being considerate to wait so quietly. (labeled praise)

3. **A brief positive evaluative word or phrase that occurs before or after a statement or descriptive comment/encouragement is an unlabeled praise.**

Examples:

Great! You finished putting away the Legos. (unlabeled praise + descriptive comment/encouragement)

You drew a horse. Nice! (descriptive comment/encouragement + unlabeled praise)

Good girl! That's where the doghouse belongs. (unlabeled praise + statement)

4. **Unlabeled praise must refer to a product, activity, or attribute of the child. Verbalizations indicating approval of an object in the room, or activity or product of others are statements. A verbalization in which the parent includes herself/himself in the praise is still coded praise**

Examples:

Didn't we build a wonderful tower? (labeled praise)

Good! (referring to a child's tower) (unlabeled praise)

Good! (parent admires own tower) (statement)

Good for us! (unlabeled praise)

That's pretty. (referring to child's drawing) (unlabeled praise)

That's pretty. (referring to doll in playroom) (statement)

You're being perfect. (unlabeled praise)

Your dolly is being perfect. (statement)
 We're being perfect today. (unlabeled praise)

5. **An adjective or adverb that is clearly meant as a compliment makes a nonspecific statement an unlabeled praise, especially if "very" is used.**

Examples

- a. **The following are unlabeled praise.**

You're <u>thoughtful</u> .	That's <u>beautiful</u> .
You're <u>considerate</u> .	That's <u>perfect</u> .
You're <u>intelligent</u> .	It's <u>wonderful</u> .
You're <u>bright</u> .	You're a <u>handsome</u> young man.
<u>Superior!</u>	You're so <u>polite</u> .
<u>Brilliant!</u>	You're so <u>patient</u> .
That's <u>special</u>	You're so <u>careful</u> .
You're <u>very responsible</u> .	That's <u>very funny</u> .
That's <u>better</u> .	You're <u>the best</u> .
You're <u>agreeable</u> .	That's <u>accurate</u> .
You're <u>creative</u> .	You're <u>inventive</u> .
You're <u>smart</u> .	You're <u>courageous</u> .

- b. **The following are borderline compliments and are coded descriptive comment/encouragement.**

You are so alert today! (descriptive comment/encouragement)
 That's very energetic of you! (descriptive comment/encouragement)
 You're quick! (descriptive comment/encouragement)
 You're helping! (descriptive comment/encouragement)
 You're being quiet, aren't you? (descriptive question/ encouragement)

You're cleaning up. (descriptive comment/encouragement)

That's very straight. (descriptive comment/encouragement)

That's exciting. (descriptive comment/encouragement)

You're so fast. (descriptive comment/encouragement)

You're cautious. (descriptive comment/encouragement)

6. **Unlabeled praise must include a clear verbal picture of positive evaluation. Implied approval through parental enthusiasm alone is not defined as unlabeled praise.**

Examples

Wonderful! (unlabeled praise)

Wow! (descriptive comment/encouragement)

Not bad! (statement)

Great! (unlabeled praise)

You got 'em all right all right! (unlabeled praise)

That's mommy's little helper. (unlabeled praise)

Thanks! (unlabeled praise)

7. **Nonspecific statements of positive evaluation which positively evaluate the child's activity are unlabeled praise even if they are stated in question form.**

Examples

That's terrific, isn't it? (unlabeled praise)

I think that's beautiful, don't you? (unlabeled praise)

You did that just right, didn't you? (unlabeled praise)

8. **A positive verbalization that interprets the child's positive feeling state is a descriptive comment/encouragement, not an unlabeled praise.**

Examples

You seem very happy! (descriptive comment/encouragement)

You're pretty cheerful today. (descriptive comment/encouragement)

You sure seem enthusiastic! (descriptive comment/encouragement)

9. **A positive metaphor or endearment that refers to the child is an unlabeled praise.**

Examples

You're my little helper. (unlabeled praise)

Here comes Daddy's little princess. (unlabeled praise)

What a sweetheart! (unlabeled praise)

My sweetie pie! (unlabeled praise)

You're a silly goose. (unlabeled praise)

10. **When praise is given in the child's presence but not directed to the child, code as unlabeled or labeled praise.**

Example

Mother to father: Carmen was just perfect today! (unlabeled praise)

11. **If the child asks for praise and the parent obliges, code as unlabeled or labeled praise and not as reflective statement.**

Example

Child: Did I do a good job?

Parent: You did do a good job! (unlabeled praise)

Decision Rules

1. **When uncertain as to whether a verbalization is a labeled or unlabeled praise, code unlabeled praise.**
2. **When uncertain as to whether a verbalization is an unlabeled praise or falls within another code category such as reflective statement/question, statement, indirect command, direct command, descriptive comment/encouragement, acknowledgment; do not code unlabeled praise.**

Unlabeled Praise: examples

"That's nice."

"You're so smart."

"That's very neatly done."

"You're creative."

"You do so much better than I do."

"I love you."

"Thank you for cooperating." (not specific enough to be labeled)

"Right on!" "Right!" "You got 'em all right."

"You're right."

"Good."

"I really appreciate that."

"I like that." (about what child did or said)

"I 'm proud of you."

"Do you know what I like about your house? (unlabeled praise)

I like the colors." (labeled praise)

"You're a helpful little boy, aren't you?"

"I 'm having fun playing with you."

"I love you, but you're driving me crazy." (unlabeled praise/critical)

"I t's pretty, but if you can make it prettier it will be better." (unlabeled praise/critical)

"Exactly!"

LABELED PRAISE

Definition

Labeled praise is any specific verbalization that expresses a favorable judgment upon an activity, product, or attribute of the child.

Examples

That's a terrific house you made.

You did a great job of building the tower.

I like the way you drew that circle.

Your picture is very pretty.

You have a beautiful smile.

You have a wonderful imagination.

That's an excellent way to figure out the solution.

You're considerate to share your cookie with me.

Isn't that a lovely design you made!

Did you make that wonderful tower?

What pretty hair you have!

You're my little helper for making the bed.

Thanks for putting that back on the shelf.

I sure appreciate it when you help pick up.

Guidelines

1. **A labeled praise must be specific enough to let the child know exactly what can be done or displayed again to receive a similar praise.**
 - a. **A labeled praise may provide an evaluation of the child's specific action.**

Examples

Your coloring is beautiful. (labeled praise)

That is beautiful. (unlabeled praise)

I like the way you sit so quietly. (labeled praise)

I like the way you're acting. (unlabeled praise)

You stacked the blocks perfectly. (labeled praise)

You did that perfectly. (unlabeled praise)

- b. Verbs, such as "playing", "helping", "working", and "acting" are nonspecific and are not sufficient to make a praise labeled.**

Examples

You are playing nicely. (unlabeled praise)

You are building that tower nicely. (labeled praise)

I like the way you're helping. (unlabeled praise)

I like the way you're helping me pick up the toys. (labeled praise)

You are working carefully. (unlabeled praise)

You are writing your numbers carefully. (labeled praise)

- c. A labeled praise may provide an evaluation of the child's specific product.**

Examples

Your story was very well-organized. (labeled praise)

That was very well-organized. (unlabeled praise)

The dog you drew is very pretty. (labeled praise)

That is very pretty. (unlabeled praise)

I love the tea you made for me. (labeled praise)

I love this. (unlabeled praise)

- d. Praise of objects which are not a product of the child are coded as statements.**

Examples

That's a neat truck you're pushing. (statement)

That's a neat truck you drew. (labeled praise)

I like these farm animals. (statement)

I like the farm animals that you picked to play with.
(labeled praise)

This is a terrific game they have. (statement)
You made up a terrific game. (labeled praise)

- e. **A labeled praise may provide an evaluation of a specific physical or psychological attribute of the child.**

Examples

Your hair is beautiful. (labeled praise)
You are beautiful. (unlabeled praise)

Your ideas are very intelligent. (labeled praise)
You are very intelligent. (unlabeled praise)

It's so considerate of you to share your toys. (labeled praise)
You are very considerate. (unlabeled praise)

2. **A labeled praise must contain an evaluative component which is clearly positive.**

Examples

It's great that you are trying so hard with that puzzle. (labeled praise)

You're trying so hard with that puzzle. (descriptive comment/encouragement)

I like the way you drew that picture so quickly. (labeled praise)
You drew that picture quickly. (descriptive comment/encouragement)

That's a wonderfully exciting story you made up. (labeled praise)
That's an exciting story you made up. (descriptive comment/encouragement)

3. **Specific statements of positive evaluation are labeled praises even if they are stated in question form.**

Examples

You drew a lovely bouquet, didn't you? (labeled praise)

Your design turned out beautifully, didn't it? (labeled praise)
Isn't that a super airplane you made? (labeled praise)

4. **Labeled praises which reflect the child's statements or answer his questions are coded as labeled praise rather than reflection.**

Examples

Child: Look at the pretty house I made! (positive affect verbal)

Parent: I see you made a pretty house. (labeled praise)

Child: I built a wonderful fort! (positive affect verbal)

Parent: You did build a wonderful fort. (labeled praise)

Child: Do you like my picture?

Parent: Yes, I do like your picture. (acknowledgment + labeled praise)

5. **A verbalization which interprets the child's feelings is a descriptive comment/encouragement or a statement rather than a labeled praise.**

Examples

You seem happy about the piece you fixed. (descriptive comment/encouragement)

You're so proud of the new numbers you learned. (descriptive comment/encouragement)

I think you're pretty enthusiastic about your new haircut. (descriptive comment/encouragement)

6. **The positive evaluation component of a labeled praise may be a metaphor.**

Examples

You're a little darling for sitting still. (labeled praise)

You're Daddy's little helper for bringing me the box. (labeled praise)

What a sweetheart you are for sharing the blocks. (labeled praise)

7. **When praise is given in the child's presence but not directed to the child, code as unlabeled or labeled praise.**

Example

Mother to father: Liam drew me a beautiful picture today!
(labeled praise)

Father to sibling of target child: Conner won a special award today at his school.
(labeled praise)

8. **If the child asks for praise and the parent obliges, code as unlabeled or labeled praise and not as reflective statement.**

Example

Child: Did I make a neat tower? (positive affect verbal)

Parent: You did make a neat tower! (labeled praise)

Child: Aren't I good at cleaning off my placemat? (positive affect verbal)

Parent: You are good at cleaning off your placemat! (labeled praise)

9. **Even when a parent follows an unlabeled praise with a statement that specifically points out what is positive, the praise is still unlabeled.**

Example

That was great. You mixed the red and blue to make a shade of purple.
(unlabeled praise + descriptive comment/encouragement)

Good! You put everything back where it goes. (unlabeled praise + descriptive comment/encouragement)

Decision Rules

1. **When uncertain as to whether a verbalization is a labeled or unlabeled praise, code it unlabeled praise.**
2. **When uncertain as to whether a statement is a labeled praise or falls within another category such as reflective statement/question, descriptive comment/encouragement, question, direct command, indirect command or acknowledgment, do not code labeled praise.**

Labeled Praise: additional examples

"Thank you for picking up the toys." (or any specific behavior)

"That's a good idea."

"That's a terrific place to put the bed."

"Look at how well you built the house!"

"Thank you for not whining." "Thank you for not getting mud on your shoes."

"Good matching!"

Good anything specific.

"Thank-you for using your big girl voice."

NOTE:

UNLABELED PRAISE

LABELED PRAISE

Good job!

Good idea.

Good work.

Good choice.

Good thinking.

Good matching.

Smart thinking.

PROBLEM SOLVING

Definition

Problem solving is a statement, question or command that invites the child, in an open-ended way, to solve a problem. This could include asking the child to think, plan, organize, generate ideas, solutions or consequences.

Examples

Can you think of a way that you both can play with the ball?
(problem solving and indirect command)

If someone started teasing you again, what would you do? (problem solving and question)

I have a problem and I wonder if you could help me with it? (problem solving and indirect command)

How are we going to decide who will go first? (problem solving and question)

Guidelines

- Problem solving is a category we need to double-code for a while so that we don't change our data drastically. Therefore, when problem solving is coded, a question, statement or command will also be coded.**

Examples

Think of a way. (indirect command/comply/problem solving)

How can you both have a chance to look at the book? (problem solving and question)

Tell me your plan for changing your room around (problem solving and direct command)

Let's see if we can figure out what to do here. (problem solving and indirect command)

There's only one piece of gum and two kids who want it. (problem solving and statement)

- A problem solving statement can be related to the problem definition, the problem solution or the consequences.**

Examples

I can see that you're pretty upset with your sister. (statement)

What happened? (problem solving and question)

When you grabbed the ball from her, how do you think she felt? How can you find out? (problem solving and question x 2)

What do you think you could say to her? (problem solving and question)

If you did that, what do you think might happen? (problem solving and question)

Do you have any other ideas? (problem solving and question)

If that didn't work, then what would you do? (problem solving and question)

3. **Parents sometimes use problem solving for hypothetical situations. This might occur during a play session with puppets, action figures, stuffed animals or some other toy. Parents may also use problem solving with books.**

Examples

(Parent reading a book) What do you think that bear could do? (problem solving and question)
 What do you think is going to happen now? (problem solving and question)

(Parent with puppet) Let's pretend this guy wanted to play with his brother's friends and they said "no." (indirect command)
 What could he do? (problem solving and question)

(Parent with action figure) Oh my gosh! (acknowledgment) He's got a real problem! (problem solving and statement)
 Someone just keeps hitting him. (problem solving and statement)
 How can he stop this guy from hitting him? (problem solving and question)

4. **Key words often signify that problem solving is occurring. They include:**

problem solution consequences what would happen if..

ideas let's suppose brainstorm what if what else

What could he do? How would you feel? How would he feel?

5. **If a parent is spending some time helping a child identify his feelings or someone else's feeling, code problem solving.**

Examples

How did that make you feel? (problem solving and question)

How do you suppose the bear feels? (problem solving and question)

How do you feel when that happens to you? (problem solving and question)

6. Open-ended questions inviting more than one solution.

Examples

Could you do anything else?

What else could you do?

Do you have any other ideas?

Is there another way you could try?

What would you do?

What could he do?

7. If a parent is helping the child learn to figure things out by developing critical thinking skills, code problem solving.

Examples

Show me how you can stand safely at the counter to cut your sandwich. (problem solving + direct command)

What could you wear today to stay warm? (problem solving + question)

What can you do to get the mud off your shoes? (problem solving + question)

Decision Rules

1. **When uncertain whether or not a problem solving statement has occurred, first code the other category (indirect or direct command, question, statement, etc.) If you have time write the statement down and take it back to the group for a decision. It will help everyone keep this category in mind and learn to recognize when and where it is not happening.**

PHYSICAL POSITIVE

Definition

A physical positive is bodily contact between parent and child which is neutral or positive.

Examples

Hug	Puts arm around child's shoulder	
Ruffles hair	Knee to knee	
Kiss	Puts hand on leg	Puts child on lap
Pets arm	Lifts in air	Touches child's nose
Brushes child while reaching for something		

Guidelines

- Most physical contact initiated by the parent is coded either physical positive or physical negative-parent. If uncertain whether the contact is positive or negative, do not code.**

If the parent sits down next to target child and they both lean into one another, code physical positive for the parent and physical warmth for the child.

Examples

Parent:	(rubs child's shoulder) (physical positive)
Parent:	(moves child forward by pushing her shoulder) (physical negative)
Dyad:	Dad sits down next to child and they both lean into one another. (physical positive + physical warmth)
Parent:	(lifts crying child onto her lap) (physical positive + cry)
Parent:	(ruffles child's hair) Good job! (physical positive + unlabeled praise)

- When parent accidentally touches the child, code physical positive. No physical warmth is coded for the child, unless the child initiates a specific physical warmth response.**

If unclear whether parent or child initiated the accidental touch, code physical positive for the parent.

Examples

Parent: (accidentally brushes against child's shoulder while reaching for a coloring book on the table.) (physical positive)

Dyad: (lightly bump into one another while walking) (physical positive)

Dyad: (Hands brush as parent and child exchange a toy.) (physical positive)

Dyad: (Parent accidentally touches child's face during play) (Child smiles at parent, kisses Mom's hand and says: "I love you, Mommy!" (physical positive, positive affect nonverbal, physical warmth, positive affect verbal)

3. When parent touches child while intruding, code physical negative + physical intrusion.

Examples

(Parent touches child's hand while grabbing pencil from child) (physical intrusion + physical negative)

(Parent brushes against child's arm while snatching toy away from child.) (physical intrude + physical negative)

(Parent touches child's fingers while taking a bag of chips from the child's hand.) (physical intrusion + physical negative)

4. Physical positive is a nonverbal behavior and can occur simultaneously with verbal behavior.

Examples

Parent: (brushes child's hair out of child's eye) I need to get you a haircut. (physical positive + statement)

Parent: (lifts crying child onto couch gently) Would you like to sit up here beside me? (physical positive + question + cry)

Parent: (hugs child) You're such a good boy today. (unlabeled praise + physical positive)

5. Each hug, kiss, lift, or other physical positive is a discrete physical positive.

Examples

Parent: (lifts child into chair...2 second pause...pats her arm)
(2 physical positives)

Parent: (hugs child...1 second pause...puts child up on lap)
(2 physical positives)

Parent: (touches child's arm while talking...1 second pause...
brushes her on the nose with finger) (2 physical positives)

6. **If the child is in a situation of continuous or repetitive, neutral or positive physical contact, one physical positive is coded each minute. Code physical positive when contact begins, and again at 1 minute, 2 minutes, 3 minutes, etc.**

0...60...120...180 seconds (physical positive x 4)

Examples

Parent: (holds child's hand for 130 seconds) (3 physical positives)

Parent: (pats child's arm continuously for 10 seconds) (1 physical positive)

7. **When simultaneous physical positives are occurring, each discrete physical positive is coded. (Differs from physical negative.)**

Examples

Parent: (gives child a hug and a kiss in one motion) (2 physical positives)

Parent: (strokes child's hair and puts other arm around child's shoulder at same time)
(2 physical positives)

Parent: (continuously patting child's back for 16 seconds as he wipes away her tears
with the other hand) (2 physical positives, one for back-patting and one for
tears-wiping)

Parent: (holds child on lap for 65 seconds, during which time the parent touches, hugs,
kisses, etc.) (2 physical positives for lap sitting, plus one for each additional
discrete act)

8. **Caretaking by the parent should be coded as physical positive and be counted for each complete task. Dressing counts as one task. If, however, a parent affectionately touches a child while engaged in the caretaking activity, code this separately. For more pleasant caretaking like hair combing or rubbing on suntan lotion, code 1 physical positive per minute.**

Examples

Parent: (taking child's clothes off and putting on P.J.s) (1 physical positive)

Parent: (setting child's hair in rollers) (1 physical positive)

Note: Caretaking that is unpleasant but necessary (i.e., sliver removal, cleaning a wound) will not be coded. Neither will the child's crying. Continue to code other exchanges during this activity.

9. **When the parent gives what would normally be a physical positive while making a critical remark or negative command, code physical negative.**

Examples

Parent: (hugging child) "I really don't like it when you knock your sister over, you know?" (critical + physical negative)

Parent: (touching child on shoulder) "Sarah, you need to stop that right now!" (negative command + physical negative)

Decision Rules

1. **When uncertain as to whether the contact has been positive or negative, go by the gestalt of the situation. If still uncertain, do not code it.**
2. **If the parent gives a playful or loving touch and it is received negatively by the child (e.g., "Don't touch me." or "No!") code physical positive parent if the intent was clearly positive.**
3. **If the touch seems negative but doesn't meet the criteria for physical negative, do not code.**
4. **If unclear whether parent or child initiated accidental touch, code physical positive for the parent.**

PHYSICAL NEGATIVE-PARENT

Definition

A physical negative-parent is a parent-initiated touching of the child that inflicts pain, restrains the child, forces or pulls the child, or accompanies a critical remark. Touch that accompanies a physical intrusion is coded as physical negative-parent.

Examples

Parent hits, spansks, slaps, shoves, or shakes child.

Parent holds child's arm to prevent throwing.

Parent holds child by shoulder to prevent leaving the room.

Parent holds child at arm's length to avoid being hit.

Parent says "No" and pushes child's hand away.

Parent says, "Stop throwing" while restraining child's arm.

Parent hugs child while saying, "Stop that!"

Parent touches child's hand as she intrusively taking toy away.

Guidelines

1. **Most physical contact initiated by the parent is either physical positive or physical negative-parent. Accidental contact initiated by the parent is coded physical positive. If uncertain whether the contact is positive or negative, do not code.**
2. **Any touch that elicits a verbal or nonverbal indication of pain is coded as a physical negative-parent, even if the parent administers it in a playful, smiling way.**

Examples

Parent: (pinches child's cheek)

Child: Ouch! (physical negative-parent)

Parent: (slaps child on bottom)

Child: That hurt! (physical negative-parent)

Parent: (playfully twists child's arm behind back)

Child: (grimaces) (physical negative-parent)

Parent: (holds child's wrist and lifts child off the floor)

Child: (begins crying) (physical negative-parent)

3. **Restraint of the child is coded physical negative. Protective restraint (e.g., pulling child away from a hot stove) is also coded physical negative but should be explained with a note in the 'Other' box on coding sheet.**

Child: (trying to get to the toys)

Parent: (holding him by the wrist) (physical negative-parent)

Child: (begins to throw truck at mirror)

Parent: (grabs arm) (physical negative-parent)

Child: (runs toward door)

Parent: (holds child back with arm) (physical negative-parent)

4. **Physical contact that accompanies a critical statement or negative command is a physical negative-parent, even if it is pleasant.**

Examples

Parent: (holds child's wrist) Don't pound with the hammer.
(physical negative-parent + negative command)

Parent: (grabs child's arm) No, not the yellow crayon.
(physical negative-parent + critical statement + negative command)

Parent: (puts arm around child's shoulder) Stop throwing things. (physical negative-parent + negative command)

5. **Physical negative-parent is a nonverbal behavior and can occur with a parent verbal behavior.**

Examples

Parent: (slaps child's hand away) This piece goes on next.
(physical negative-parent + statement)

Parent: (pinches cheek) You're a little cutie!
Child: Ouch! (physical negative-parent + unlabeled praise)

Child: I hate you. (smart talk)
Parent: (smacks child on bottom) Oh yeah! (physical negative-parent + critical statement)

6. **If a child is in a situation of continuous physical contact, one physical negative-parent is coded each 5 seconds.** Code physical negative-parent when the contact begins and again at 6 seconds, 11 seconds, 16 seconds, 21 seconds, etc. (NOTE: This differs from physical positive which is coded 1 for every minute of continuous contact.)

1...6...11...16...21 seconds, etc.

Examples

Child: (trying to climb on a chair to reach the clock)

Parent: (restraining him by the waist for 11 seconds) (3 physical negatives-parent)

Parent: (shakes the child for 4 seconds) (1 physical negative-parent)

Child: (tries to kick the parent) (physical negative-child)

Parent: (holds the child's foot for 16 seconds) (4 physical negatives-parent)

7. **Only one physical negative may be coded at a time.** (NOTE: This differs from the physical positive code which allows simultaneous physical positives to be coded.)

Examples

Parent: (restrains child and spansks) (1 physical negative-parent)

Parent: (shakes and shoves simultaneously) (1 physical negative-parent)

Parent: (restrains child and slaps hand) (1 physical negative-parent)

8. **Each discrete slap, spank, shove, or hit is counted as a separate physical negative-parent.**

Examples

Parent: (slaps child's hand...2 second pause...shakes child by arm) (2 physical negatives-parent)

Parent: (spank...1 second...spank...1 second...spank) (3 physical negatives-parent)

Parent: (pokes child four times in rapid succession) (4 physical negatives-parent)

9. **Usually tickling is coded physical positive unless accompanied by a critical remark or negative command. But the child's response should be the test. If the parent is restraining the child by tickling her/him, code physical negative.**

10. **Accidental touch that accompanies a physical intrude is coded as physical negative-parent.**

Examples

Parent: (accidentally touches child's hand while intrusively taking child's toy)
(1 physical negative-parent)

Parent: (accidentally brushes against child's shoulder while reaching
intrusively for child's game marker) (1 physical negative-parent)

Decision Rules

1. **When uncertain as to whether the contact has been positive or negative, go by the gestalt of the situation. If still in doubt, do not code it.**

PHYSICAL INTRUSION

Definition

A physical intrusion can be described as a parent's pre-emptive interference with a child's ongoing activity or person. It is an intrusion into the child's workspace or it is an obtrusive, unsolicited act of entering into or taking over the child's activity or an object with which the child is occupied. It would include, but not be confined to, instances of physical interruption, hindrance, resistance, snatching, and blocking access.

Examples

Taking or attempting to take or snatch something out of the child's hand when it hasn't been offered, or without permission. (1 physical intrude)

Touching child while taking or attempting to take or snatch something out of the child's hand when it hasn't been offered, or without permission. (1 physical intrude + 1 physical negative.)

Engaging in an act of tug-o-war. (1 physical intrude)

Leaning across close in front of the child and obstructing child's activity. (1 physical intrude)

Physically holding down an object or covering it with one's body so that the child is barred from access (i.e., holding a hand over a piece of paper so that the child can't write. (1 physical intrude)

Non-Examples

Holding a child's hand so he can't turn a page in his book. (1 parent physical negative)

Lifting a child on or off a chair. (1 parent physical negative/positive)

Wiping jam off child's face (don't code as it falls into general care-taking).

Tweaking child's nose. (1 parent physical negative)

Guiding child's hand while he cuts. (1 parent physical positive)

Guidelines

1. **When the parent enters into the child's work space or activity, there must be clear evidence that such entry interrupts the child's doing his own thing in order to be coded as a physical intrusion. If the child gives permission, it is not physical intrusion.**
2. **Physical intrusion refers to interfering with a child's object or space. Pointing to something on the child's paper would not be considered a physical intrusion unless it explicitly got in the way of something he was doing.**

3. Each discrete act by parent will be counted as 1 physical intrude.

Examples

Physically holding down a book for 3 minutes so child can't hold it. (1 physical intrude)

Parent and child are engaged in a tug-o-war. Each time parent responds to child's tug with a tug back, a physical intrude is counted. Child tugs, parent tugs, child tugs, parent tugs. (2 physical intrudes)

4. When parent intrudes upon the child's play for safety reasons, do not code

Examples

Parent takes matches away from child.

Parent snatches knife out of child's hand.

5. A parent physical negative and a physical intrusion can occur simultaneously. When a parent touches a child while intruding, code physical intrude and physical negative.

Examples

Parent restrains child from running away with one hand, while taking a toy away with the other. (1 physical negative + 1 physical intrusion.)

Parent touches child's arm while grabbing book from child. (physical intrude + physical negative)

6. When coding cleanup or PDI, do not use the physical intrusion code except in very obvious cases -- e.g. when parent takes toy out of child's hand.

Decision Rules

1. **When in doubt as to whether a parent's action is a physical intrusion, do not code physical intrusion.**

CRITICAL STATEMENT

Definition

A critical statement is a verbalization that finds fault with the activities, products, or attributes of the child. Blame statements and "guilt-tripping" statements are coded critical statement.

Examples

No (except when answering a question)

You're being naughty.

You are ugly.

That's a sloppy picture.

I'm getting tired of you.

That's awful.

You put that in the wrong column.

You stink.

I don't like your attitude.

That's stupid.

You're not trying.

You're so careless.

What a sloppy job.

Oops! (to something child has done, if judgmental)

Shhh or shhh!

You messed that up.

Damn it, Nat!

Guidelines

1. **A negatively evaluative adjective or adverb that refers to an action, product, or attribute of the child makes a comment a critical statement.**

Examples

How inferior!

That's naughty.

That's a rotten thing to do.

You're sloppy.

What a lousy drawing.

You're careless.

You are foul today.

That's not nice.

You're stupid.

You're lazy.

That's not the way we behave when we have company. (critical statement)

4. **A statement of disapproval is a critical statement.**

Examples

That's not very funny. (critical statement)

I don't like it when you talk back. (critical statement)

I don't like you to throw things. (critical statement)

I don't like your cat picture. (critical statement)

5. **Obvious parental sarcasm that refers to an activity, product, or attribute of the child is coded critical statement.**

Examples

Well, that's just great! (critical statement)

You've gotta be kidding! (critical statement)

You call that a house! (critical statement)

Thanks a lot! (sarcastically) (critical statement)

Excuse me. (sarcastically) (critical statement)

6. **Parental threats or predictions that describe the potential negative consequences of the child's behavior are coded as critical statements. This means vague threats or unspecified consequences. Contrast this with warnings; here, the negative consequences are not so clearly negative from the child's point of view, whereas a warning specifies a consequence that is clearly undesirable to the child.**

Examples:

If you don't put your blocks away another child may step on them.

I'm going to count to 3. If you leave your bike outside someone might steal it.

If you don't put your coat on, you'll catch a cold.

Do you want a spanking? You'd better get started right now or else.

If you don't put your shoes on you might get cut.

7. **Parent smart talk is a critical statement. This is an unwillingness on the parents part to go along with a child's request. It is non-cooperative, ungenerous, rejecting, dishonoring or disrespectful.**

Examples:

Because I said "no".

Child: Give the blue block to me.

Parent: It's mine. (critical)(parent ungenerous)

Because I said so.

8. **Code any critical statement about the target child made by the parent being observed, even if the statement is directed to someone other than the child. For example, if the parent makes a critical remark about the child to you, the other parent, or a sibling, code critical statement. If the parent makes a critical statement while not being coded, note the remark in the 'Other' box on the coding sheet.**

Example:

Parent: (to coder) You're seeing him at his worst today. (critical statement)

Parent: (to coder) He usually behaves way worse than this. (critical statement)

Decision Rules

1. **When uncertain as to whether a verbalization is coded a critical statement or falls within another category such as a statement, reflective statement, reflective question/statement, indirect command, direct command, irrelevant verbalization, or acknowledgment, do not code critical statement.**

Critical Statements: examples

You want to put the trees on top of the sailboat? (said with obvious sarcasm)

Billy, why don't you sit still for once in your life?

Not like that!

You're not helping me.

Shhh! Or Shhh.

No, no, no, no, no! (5 critical statements; note in 'Other' box)

Do I have to count to 3?

No. Not yet. (critical + negative command)

Child: I don't like apples.

Parent: Yes. You do. (1 critical) (1 statement)

Uh-uh-uh! (critical x 3)

Hey! Hey! Hey! (critical x 3)

You're worrying about this too much.

Whoa! (said critically in response to something child has done - doesn't mean stop)

Oh-oh! (said critically in response to something child has done)

I bet you can't... (critical) even with positive affect

I bet you can...(descriptive comment/encouragement)

NEGATIVE COMMAND

Definition

A negative command tells the child not to do something. It is a type of critical statement, but conveys more specific behavioral information.

Examples

Stop! We're done. (2 negative commands)

Stop shouting, Amy.

We gotta stop for a minute.

Absolutely not.

We're not gonna knock toys around.

Nobody eats until I eat.

Not so hard.

Don't put that gun in the toy box.

Forget it.

Cut that out.

We're done. (meaning "stop")

You shouldn't stand on the furniture.

No hitting.

I told you not to write on the wall.

I don't want you to do that again.

Don't be hitting Helen.

Don't throw her on the floor.

You don't need to pick them up to know what they are. (when tone of voice indicates clear disapproval of behavior)

No. Not yet! (critical + negative command)

That's good enough. or That's fine. (meaning "stop")

That's enough. (if accompanied by physical restraint or other physical negative, code critical statement)

That's good. (meaning "That's enough")

Leave it alone. Leave me alone. Leave her alone.

Leave it alone before you burn yourself.

Don't forget to X.

You can't do X.

You may not do X.

I don't want you to stop X.

I don't want any food spilled on this floor.

Don't forget your shoes.

Why don't you stop running around the room?

Never mind.

Hold it!

Freeze!

Whoa! (meaning "stop")

Child: Can I lay these down?

Parent: Not until you draw. (negative command)

Watch you don't sit on it.

Don't worry.

Absolutely not.

Nobody eats until I eat.

Please don't do that. You're gonna fall. (negative command and critical statement)

Guidelines

1. **When a parent specifies what the child may not do followed by what he may do, or vice versa, in the same sentences, code a negative command and an indirect command.**

Examples

You may not...but you may... (negative command + indirect command)

You may...but don't...(indirect command + negative command)

You can put that on the couch, but I don't want it in the floor. (indirect command + negative command)

You can't play with those cards until you pick up the Monopoly game. (negative command + indirect command)

I don't want the coyote to eat me, but he can eat the other animals. (negative command + indirect command)

GRANDMA'S RULE

Definition

A Grandma's Rule is a positive or negative command that specifies a positive consequence if the child complies.

Examples

If you eat your peas, then you can have dessert.

You can have dessert after you eat your peas.

When you get through with your bath, then I'll read to you.

Child: I want to play outside.

Parent: Not until you finish your dinner. (Grandma's Rule)

Guidelines

1. **Grandma's Rules generally follow one of the following forms:**

If you...then...

When you...then...

You can...after...

(The order of contingency and consequence may be reversed.)

Examples

If you finish your dinner then you can have dessert.

When you hang up your coat then we can start to play the bunny game.

You can have a story after you get your pajamas on.

2. **The consequence must be clearly positive for the child. Sometimes this is clear only from the context.**

Examples

When you clean your room we can go to the library story hour that you like. (Grandma's Rule)

You can go shopping with me after your soccer practice. (may not be a positive consequence if the child dislikes shopping) (Grandma's Rule or statement)

- 3. If the parent states a positive consequence for a condition (command) which is obvious from the context, this is a Grandma's Rule.**

Examples

Child: Can I have dessert?

Parent: When you finish your spaghetti. (Grandma's Rule)

Parent: Not unless you finish your spaghetti. (Grandma's Rule)

Child: Do I have to clean up my room?

Parent: If you want to go to the movies. (Grandma's Rule)

Child: Can I play with blocks now?

Parent: What we'll do first is get the house set up, then you can build something with blocks.
(Grandma's Rule)

Child: Can we go shopping for my Halloween costume now?

Parent: We'll get the costume, but first you have to put your play-doh away. (Grandma's Rule)

I'll give you a treat if you do a good job writing your name, okay? (Grandma's Rule)

Non-Examples

Parent: Finish up playing here, then you can play with the race track. (indirect command, not Grandma's Rule- the racetrack is not the child's choice)

Parent: If you don't go to Time Out you won't get to watch the Disney Channel tonight.
(warning)

Parent: When we're done, then we'll go eat. (statement- child has not expressed interest in eating)

WARNING

Definition

A warning is a statement that includes a command accompanied by a negative consequence for noncompliance that is appropriate for the behavior demanded.

Examples

If you don't clean up your toys, then you can't go to the movies.

If you do that one more time, I'm going to take that toy away.

If you don't sit down, then I won't bring your food.

Get in your chair or I won't bring your dinner.

You can either do that now or go to bed early.

Guidelines

1. **Warnings usually follow one of the following forms:**

If you do X, then (negative consequence)

If you don't do X, then (negative consequence)

Do X or else ... (negative consequence)

Examples

If you do that again, then we won't go to the beach to play.

If you don't stop teasing Maisey, then you won't get to have anymore friends over for awhile.

Do your after school chores now or you will not get to go skating later.

2. **A warning differs from a critical statement in three ways:**

a) **Code critical statement if the negative consequence is a form of corporal punishment.**

b) **Code critical statement if the negative consequence is vague or unspecified or threatening.**

c) **Code critical statement if it is not clear that the consequence is truly negative for the child.**

Examples

If you keep that up, I'm going to spank you. (critical)

If you keep don't stop that, you're gonna get it. (critical)

If you don't come here now, we'll have to leave. (when child doesn't really care) (critical)

If you don't cut that out right now, I'll be mad. (critical)

TIME-OUT WARNING

Definition

A Time-out Warning is a statement in which the parent threatens to put the child in Time-out or send the child to her/his room if the child does not comply. Sometimes the command is left unstated.

Examples

If you keep that up, you'll get a Time-out.

You're going to your room unless you stop that right now.

If you don't get down, you're going to have to sit in the Time-out chair.

Do you want a Time-out?

Strike one.

Strike two. (indirect command or TO warning depending on family)

I'm going to put you in Time Out.

You might get a Time Out if you keep doing that!

That kind of behavior could get you a Time Out.

NOTE: SEE MORE EXAMPLES in the Time Out section of the manual on page #127

CRITICAL STATEMENT MARITAL**Definition**

A parent critical statement is a verbalization that finds fault with the activities, products, or attributes of the spouse. It can take the form of sarcasm, ridicule, negative teasing, put downs, complaining, or nagging. Even if delivered in honeyed tones, it is still coded critical.

Examples:

That's not the way you cook eggs.

Why won't you listen to me?!

I'm tired of your complaints.

I already told Takishia to get ready for dinner!

Don't talk over me. Let me take care of this.

Are you going to let me talk?

You don't know what you're talking about.

Why don't you help?

Why don't you do something?

No. No. No. That's not the way to.... (4 marital criticals)

See what it's like here? (to coder)

Mommy has to do everything around here. (to child, about Dad)

Honey, let me handle this. I know what I'm doing. (marital critical x 2)

Aaron, this is the longest time you've ever stayed in the house with all of us. See what it's like? (marital critical x 2)

I think you're getting the kids too wound up. You've gotten them too excited. (marital critical x 2)

You're setting a bad example and she's here watching us with the kids.

You forgot to give Brandon his medication? How could you? (marital critical x 2)

PARENT IGNORE

Definition

Deviant behavior is ignored when the parent remains silent, maintains a neutral facial expression, avoids or breaks eye contact with the child and makes no movement in response to the child, except to turn away. It must last a minimum of five seconds or be an obvious ignore.

Guidelines

1. Deviant behaviors in this system refer to only six child behaviors: cry, whine, yell, smart talk, destructiveness and physical negative-child.

Examples

Child: (sobbing) (cry/whine/yell)
Parent: (makes no verbal or physical response) (ignore)

Child: (draws on wall) (destructive)
Parent: (looks intently and silently at toys on table) (ignore)

Child: I think you're mean. (smart talk)
Parent: (continues putting away toys) (ignore)

2. The only responses a parent can make that are considered ignore are looking or turning away from the child, or beginning an independent activity clearly unrelated to the child. If the parent continues to watch the child calmly, or continues to talk with the child as if nothing had happened, don't code ignore.

If the parent walks away, do not code parent ignore. Walking away gives power to the child.

Examples

Child: (throwing blocks at the door) (destructive)
Parent: (picks up magazine and looks at it with no other movement or facial expression) (ignore)

Child: I can't get my shoes on. (whine)
Parent: (looks away from the child and blankly stares at the picture on the wall. (ignore)

3. Code Parent Ignore at 5-second intervals. (beginning at the 5 second mark)

Examples:

Child: You're a bratty Mom! (smart talk)

Parent: (looks silently at floor for 12 seconds) (parent ignore x2) (code first ignore at 5 seconds, second ignore at 10 seconds)

Child: (Shrieks and yells and pounds floor repeatedly) No! I don't want to clean up!

Parent: (looks away and begins reading through recipes for 13 seconds) (parent ignore x 3)

CRY/WHINE/YELL

Definition

A cry, whine, or yell falls into an all-purpose category known as cry/whine/yell and is treated as general deviance. Child deviance in this category must fit one of the following three definitions:

1. A cry consists of inarticulate verbalizations of distress (audible weeping) at or below the loudness of normal conversation. Tears need not be present. Fake crying, whimpering, and sniffing fall into this category.
2. A whine consists of words uttered by the child in a slurring, nasal, high-pitched, falsetto voice. The voice quality of the word or phrase is the primary distinguishing element for coding whine.
3. A yell is a loud screech, scream, shout or loud crying. The sound must be loud enough so it is clearly above the intensity of normal, indoor conversation, loud enough to distract others, and loud enough that parents are forced to work harder when they talk to one another.

Guidelines

1. A cry or yell is coded at its inception and at 5-second intervals throughout its duration.

0...6...11...16...

Examples

Yelling or crying for 2 seconds = (1 cry/whine/yell)

Yelling or crying for 5 seconds = (1 cry/whine/yell)

Yelling or crying for 6 seconds = (2 cry/whine/yells)

Yelling or crying for 12 seconds = (3 cry/whine/yells)

2. Crying or yelling is discontinued by (a) a silence of 2 seconds or longer, (b) a smart talk, (c) a whine, (d) switching to another general deviant behavior (i.e., crying child switches to yelling or yelling child switches to crying).

Examples

Child: 4-second yell...2-second pause...3-second yell = (2 cry/whine/yells)

Child: 4-second yell...2-second pause..."I hate you!", 3-second yell = (1 cry/whine/yell + smart talk + 1 cry/whine/yell).

Child: 4-second cry, "Please let me play," 3-second yell = (3 cry/whine/yells)

Child: 1-second yell, 5-second cry, 1-second yell =(3 cry/whine/yells)

3. Two verbal child deviant behaviors (cry, whine, yell, S.T.) cannot be coded simultaneously.

- a. When a child simultaneously cries and yells (i.e., wails) code only 1 cry/whine/yell.**

Examples

Child: (crying very loudly 6 seconds) (2 cry/whine/yells)

Child: (wailing for 2 seconds) (1 cry/whine/yell)

- b. When a child simultaneously yells and whines, code only 1 cry/whine/yell.**

Example

Child: (very loudly and nasally) I want to play another game. (1 cry/whine/yell)

- c. When a child simultaneously yells and smart talks, or cries and smart talks, code smart talk.**

Examples

Child: (very loudly) You're a pig! (smart talk)

Child: (screams) No! (smart talk)

Child: (screeches) You'll never make me do it! (smart talk)

Child: (sniffing) Put it away yourself! (smart talk)

Child: (sobbing) I hate playing with you! (smart talk)

Child: (crying) You are fat and ugly! (smart talk)

Child: (crying) You're mean! (smart talk)

Child: (crying) Leave me alone! (smart talk)

4. **Each whined sentence constitutes a separate whine. Whined phrases separated from another by a pause of 2 seconds or longer are coded as separate whines.**

Examples:

Child: I have a headache. I want to go home. (2 cry/whine/yells)

Child: I don't like the red blocks...2-second pause...and I don't like the Legos.
(2 cry/whine/yells)

Child: Please let me take it home...2-second pause Please. (2 cry/whine/yells)

- b. **The content of the whined word or phrase may be anything except smart talk.**

Examples

When can we go home?

Mommy, I hurt my finger.

I have to go to the bathroom.

This is too hard.

I don't want to play this anymore.

Examples: **Distinguishing whines from smart talk.**

I don't like this anymore. (cry/whine/yell)

I hate you. (smart talk)

I feel sick. (cry/whine/yell)

You make me sick. (smart talk)

You hurt my feelings. (cry/whine/yell)

You're a jerk. (smart talk)

5. **A cry, whine, yell is a verbal behavior and cannot be coded simultaneously with smart talk.**

- a. **When a child simultaneously whines and cries, code only 1 cry/whine/yell.**

Examples

Child: (while sniffing) Please tie my shoe. (1 cry/whine/yell)

Child: (crying) I want to go home. (1 cry/whine/yell)

Child: (sobbing) This is too hard. (1 cry/whine/yell)

Child: This is too hard (followed by a sob). (2 cry/whine/yells)

b. When a child simultaneously whines and yells, code only 1 cry/whine/yell

Child: (very loud nasal tone) When can I? (1 cry/whine/yell)

Child: (very loud falsetto voice) I don't want candy! (1 cry/whine/yell)

Child: (very loud slurring nasal voice) My doll is broken. (1 cry/whine/yell)

c. When a child simultaneously whines and smart talks, code smart talk.

Examples

Child: (slurring, nasal tone) No, I won't do it. (smart talk)

Child: (high-pitched, falsetto voice) I don't like the way you're building the bridge. (smart talk)

Child: (high-pitched, slurring voice) I don't like you. (smart talk)

6. Crying, whining and yelling are verbal behaviors and can occur simultaneously with non-verbal deviant child behavior (destructive or physical negative-child).

Examples

Child: I can't get this wheel off. (breaks wheel) (whine + destructive)

Child: I don't want to play anymore. (hits parent) (smart talk or whine + physical negative-child)

7. When a child cries due to being physically hurt or injured, do not code cry/whine/yell. Because the 'cry' code is defined as "generally deviant behavior" it is not used when a child responds appropriately to being hurt or injured.

Examples

Child: falls down, gets cut, pinched, hit, shoved, kicked, or runs into walls, furniture, etc.

Decision Rules

1. When uncertain as to whether the child's voice quality is actually a whine or normal voice quality, do not code cry/whine/yell.
2. When uncertain as to whether a response is a cry or not, do not code cry/whine/yell.
3. When uncertain as to whether a child's verbalization is a whine, a smart talk, or a cry, code cry/whine/yell.

SMART TALK

Definition

Smart talk is impudent or disrespectful speech and some nonverbal communication.

Examples

You're stupid.	I hate you.
You dummy!	Daddy is a poop-poop.
No! (following any command)	Hey, gorilla face.
So!	If you make me clean-up, I'll never talk to you again.
Why should I?	
What will you give me if I do it?	I don't love you anymore.
It's not fair!	Oh, God! (except when given as an acknowledge)
Sticking out tongue-even without speech.	
Shooting toy gun at parent.	Spitting on floor.
Burping on purpose.	Growling
Raspberries.	Making faces to camera.(in clinic)

Guidelines

1. **Arguing, refusing, or counter-commanding, in response to a parental command, is a smart talk.**

Examples

Parent: Drink your milk.

Child: No! (smart talk)

Why should I? (smart talk)

You drink it! (smart talk)

Drink it yourself! (smart talk)

I'm not going to! (smart talk)

What will you give me if I drink it? (smart talk)

You can't make me. (smart talk)

Parent: Put the blocks in the bucket.

Child: Not until I finish playing with the truck. (smart talk)

2. **Criticism of the parent is a smart talk.**

Examples

That's a dumb idea. (smart talk)

You can't do anything right. (smart talk)

I hate you. (smart talk)

That's an ugly picture you drew. (smart talk)

I like Mommy better than you because she's nicer than you. (smart talk)

You're mean. (smart talk)

3. **Swearing, cursing, or using off color language is smart talk.** However, it is important to **consider all cues in context** (i.e., is this acceptable language in this family?). For example, "Oh, God!" is smart talk in response to a command, but in some other situations may be merely an exclamation of surprise. Code only **obvious** smart talk, **whine**, etc.

Examples

This _____ bike doesn't work. (smart talk)

I can't work this _____ puzzle. (smart talk)

Oh, God! I smashed my thumb. (smart talk)

That sucks! (smart talk)

4. **Mimicry or sarcasm toward the parent is smart talk.**

Examples

Oh, that's great! (smart talk)

Are you kidding! (smart talk)

Sure you are! (smart talk)

Oh, that's really wonderful. (smart talk)

5. **Excuses, clarifying questions, statements of preference, or postponements in response to parental commands are noncompliance, but are not coded smart talk.**

Examples

Parent: Put the truck away. (direct command)
 Child: What? (noncomply)
 Parent: Put the truck away. (direct command)
 Child: Where should I put it? (noncomply)
 Parent: On the top shelf. (indirect command)
 Child: I'm not tall enough. (noncomply)
 Parent: Well, put it in the cupboard. (direct command)
 Child: I'm not finished with it yet. (noncomply)

Parent: Hand me some crayons please. (direct command)
 Child: Which ones do you want? (noncomply)
 Parent: The green ones. (indirect command)
 Child: I'm using those. (noncomply)

6. **A verbal threat to a parent is a smart talk. (If there are two parents present, code smart talk directed to target and non-target parent. See guideline #10.)**

Examples

I'll kick you if you don't give me that engine. (smart talk)

If you don't help me clean up I'll leave home. (smart talk)

I'm going to throw all this on the floor unless you buy me some candy. (smart talk)

Target Parent: Karrin, please come to the dinner table now.
 Non-Target Parent: Put all your crayons away and come now, Karrin.
 Child: (to non-target parent) I don't want to put my crayons away! You're not the boss of me anyway! (code cry/whine/yell x 2)

7. **Smart talk is a verbal behavior and cannot be coded simultaneously with the other verbal child deviant behaviors (cry, yell, or whine).**

- a. **When a child simultaneously cries and smart talks, code smart talk.**

Examples

Child: (sniffling) Put it away yourself! (smart talk)
 Child: (sobbing) I hate playing with you! (smart talk)
 Child: (crying) You are fat and ugly! (smart talk)

- b. **When a child simultaneously yells and smart talks, code smart talk.**

Examples

Child: (very loudly) You're a pig! (smart talk)

Child: (screams) No! (smart talk)

Child: (screeches) You'll never make me do it! (smart talk)

- c. **When a child simultaneously whines and smart talks, code smart talk.**

Examples

Child: (nasal tone) You pick it up yourself! (smart talk)

Child: (falsetto voice) Why should I? (smart talk)

Child: (slurring, high-pitched voice) I don't like you anymore. (smart talk)

8. **Smart talk is a verbal behavior and can occur simultaneously with a nonverbal deviant child behavior (physical negative-child or destructive).**

Examples

Child: (hits parent) I don't like you anymore! (smart talk + physical negative)

Child: (pulls parent's hair) You are a monkey face! (smart talk + physical negative)

Child: (throws comb) No. I won't comb my hair! (2 smart talks + destructive)

9. **Smart talk directed to a dog or doll, stuffed animal, action figure, etc. is also coded.**

Examples

Shut up, you stupid dog! (smart talk)

Listen, Robot, you are being a bad, mean Robot! (smart talk)

10. Smart talk directed to non-target parent is coded.Examples

(while playing cards with Dad, who is the target parent) I hate what you're cooking for dinner, Mom! (smart talk)

(while at the table with Mom, who is the target parent) Dad, you're a mean jerk 'cause you won't play baseball with me after dinner! (smart talk)

11. Smart talk directed to siblings is coded.Examples

I hate you! You always take my stuff and never give it back! (smart talk x 2)

You are the worst brother in the whole world! (smart talk)

Decision Rules

- 1. When uncertain as to whether a comment is a smart talk or a neutral remark, do not code smart talk. However, if it occurs to you that a smart talk has occurred, then it probably has.**

Smart Talk: additional examples

"No, no, no, no, no!" (in response to parental command) (smart talk x 5; make note of repetitive smart talk like this in the 'Other' box on the coding sheet)

"That's not enough!" (if critical of parent's activity)

No, you aren't. (2 smart talks)

No, it is not. (2 smart talks)

No, it won't! (2 smart talks)

No, it isn't (always code as if there were a period after no and count as 2 smart talks-like when coding parent's critical.)

No, I want to X. (1 smart talk)

Smart talk to dog or doll.

Any smart talk to siblings or non-target parent.

DESTRUCTIVE

Definition

A destructive behavior occurs when the child destroys, damages, or attempts to damage any object, including animals. Activities that can potentially mark the walls, chip paint, nick furniture, break a window, pull curtains from the wall are defined as destructive. Head banging and other self-destructive behaviors are included in this category.

Examples

Child attempts to remove a non-removable part from a toy, e.g., hair from doll, or wheel from a truck.

Child throws blocks at the wall.

Child throws toys into the toy box from more than 2 feet away.

Child beats doll or truck on table.

Child kicks Lincoln-Log box.

Child tears clothing.

Child bangs head against wall.

Child spits at an object.

Child pulls cat's tail forcefully.

Child vomits intentionally.

Child shakes camera or attempts to hit or kick camera. (at clinic)

Guidelines

1. **Toy banging or throwing is included in this category, if the banging or throwing is not the function of the toy. Car crashes are not considered destructive.**

Examples

(banging a doll's head on the table) (destructive)

(bangs table with a Lincoln Log) (destructive)

(throws block across the room) (destructive)

(bangs wooden peg with a toy hammer) (not destructive)

(throws ball across the room) (not destructive)

2. **Each bang, kick, or throw counts as one destructive if it is separated from the previous destructive act by pause of 2 seconds or longer. A series of hits, bangs, or kicks that are not separated by 2 or more seconds is coded 1 destructive.**

Examples

(pound...2 seconds...pound...2 seconds...pound) (hitting radiator with block) (3 destructives)

(kick...2 seconds...kick...2 seconds...kick) (kicking wall) (3 destructives)

(bang, bang, bang) (no pause) (1 destructive)

3. **The destructive act must be completed unless the parent restrains the child after the child has begun a destructive act. In other words, if the child does not complete the destructive act for some reason other than restraint, do not code destructive.**

Examples

Child: (raises arm to hit clock with fist but does not complete the hit) (not destructive)

Child: (lifts leg to kick doll but does not complete the kick) (not destructive)

Child: (raises arm to throw truck at mirror)

Parent: (grabs child's arm) (destructive + physical negative-parent)

Child: (lifts hammer to strike china doll)

Parent: (takes hammer from child's hand) (destructive)

4. **Activities that are noisy, but not potentially damaging, are not coded destructive.**

Examples

(putting the blocks in the toy box roughly, but not throwing or damaging them) (not destructive)

(driving car off edge of table) (not destructive)

(pushing over own block tower) (not destructive)

(pushing over someone else's block tower) (destructive)

5. **A destructive behavior is a nonverbal child deviant behavior and cannot be coded simultaneously with the other nonverbal child deviant behavior (physical negative-child). **When a child simultaneously emits both a destructive behavior and physical attack on the parent, code physical negative-child.****

Examples

(throws block and hits parent) (physical negative-child)

(rips off parent's glasses roughly) (physical negative-child)

(hits parent with dish) (physical negative-child)

6. **A destructive behavior is nonverbal and can be coded simultaneously with a verbal child deviant behavior (cry, yell, whine, smart talk).**

Examples

Child: (crying and kicks wall) (cry + destructive)

Child: (screaming and throws doll across room) (yell + destructive)

Child: (breaks crayon) I don't like this game! (whine + destructive)

Child: (tears picture) I won't put these papers away! (smart talk + destructive)

Decision Rules

1. **When uncertain whether a behavior is rough but appropriate or destructive, do not code it destructive.**
2. **When uncertain as to whether a behavior is a physical negative or destructive, code destructive.**

PHYSICAL NEGATIVE-CHILD

Definition

A physical negative-child is a bodily attack or attempt to attack another person.

Examples

hitting	pinching	pulling hair	spitting at anyone
slapping	twisting finger	standing on someone's toe	
biting	kicking	throwing something at anyone	
grabbing a toy from someone	pushing someone		

Guidelines

- The context of the aggressive behavior is not important. The child may engage in one of the above behaviors during play and physical negative is still coded.**

Examples

Child: (pulls parent's hair) This doll is pulling your hair. (physical negative-child)

Child: (runs over parent's hand with truck) (physical negative-child)

Child: (pretending to be a boxer and punching parent) (physical negative-child)

- Each hit, bite, slap, etc., counts as one physical negative if it is separated from the previous physical negative by a pause of 2 seconds or longer. (Note the contrast with Parent Physical Negative, where the pause is not necessary)**

A series of hits, slaps, kicks, etc., that is not separated by 2 or more seconds is coded 1 physical negative-child. (Note the contrast with Parent Physical Negative, where each slap, kick, etc., is coded as separate.) If the physical contact is continuous or repetitive (not separated by 2 or more seconds), one physical negative-child is coded each 5 seconds. (This is the same as for Parent Physical Negative.)

1...6...11...16..

Examples

(slap...2 seconds...slap) (2 physical negatives-child)

(kick...5 seconds...kick...3 seconds...kick) (3 physical negatives-child)

(kick, kick, kick, kick,...) (continues for 12 seconds without pause) (3 physical negatives-child)

3. **The attack on the parent must be completed unless the parent restrains the child after the child has begun the attack.**

Examples

Child: (raises arm to strike parent)

Parent: (grabs child's wrist) (physical negative-child + physical negative-parent)

Child: (attempts to bite parent)

Parent: (pushes child away) (physical negative-child + physical negative-parent)

Child: (starts to kick parent, but stamps foot instead) (no physical negative-child)

Child: (arm raised) I'm gonna hit you. (doesn't hit) (no physical negative-child)

4. **An attack on the parent is a nonverbal behavior and cannot be coded simultaneously with destructive. Instead, code the Physical Negative (it is more deviant).**

Examples

Child: (throws car and hits parent) (physical negative- child)

Child: (grabs parent's collar and pulls it away roughly)
(physical negative-child)

Child: (pounds doll on parent's head) (physical negative-child)

5. **A physical attack on the parent is a nonverbal behavior and can occur simultaneously with a verbal child deviant behavior. (cry, yell, whine, smart talk).**

Examples

Child: (bites parent while crying) (physical negative-child + cry/whine/yell)

Child: (jumps on parent's toe and screams) Gotcha! (physical negative-child + cry/whine/yell)

Child: (pulls parent's hair) You're a creep! (physical negative-child + smart talk)

Child: (pushes chair into parent) This is boring. (physical negative-child + cry/whine/yell)

Decision Rules

1. **When uncertain as to whether a physical negative did or did not occur, do not code physical negative.**
2. **When uncertain as to whether a behavior is a physical negative or a destructive, code destructive.**

SIBLING DEVIANCE

Definition

Siblings are coded if they are three years or older. As with the target child, sibling verbalizations which are coded as deviance include cries, yells, whines and smart talks. Physical behaviors considered deviant are destructives and physical negatives. All child deviance is of interest in this study. Code any deviance even if directed to someone other than the target child. This includes deviance directed to either parent, any siblings, pets, toys, objects, or furniture. Sibling deviance includes deviance to the observing coder(s).

COMPLIANCE

Definition

Compliance occurs when the child obeys, begins to obey, or attempts to obey a direct or indirect parental command.

Examples

Parent: Give me the red block.

Child: (gives red block) (compliance)

Parent: Pick up all the toys.

Child: (picks up one toy) (compliance)

Parent: Bring me the box of blocks.

Child: (tugs on box which is too heavy) (compliance)

Guidelines

1. **The child must at least begin, or make an attempt, to obey within 5 seconds after the command is issued to be coded as compliance.**

Examples

Parent: Bring me the red sticks. (direct command)

Child: (has brought half of the red sticks to the parent when 5 seconds has elapsed)
(compliance)

Parent: Draw a person. (direct command)

Child: (draws a face) (compliance)

Parent: Find the cars. (direct command)

Child: (heads toward toy box) (compliance)

2. **Compliance is coded even if the child only begins to obey and then stops to dawdle.**

Examples

Parent: Put the green block on the tower. (direct command)

Child: (picks up the green block but then gazes out the window as the 5 seconds elapse)
(compliance)

Parent: Tell me the alphabet. (direct command)

Child: A, B, Mom, when can we go home? (compliance)

Parent: Put the cars in the garage. (direct command)

Child: (puts in one car) (compliance)

Parent: Finish your dinner. (direct command)

Child: (picks up spoon and takes a bite) (compliance)

3. Compliance is coded if the child obeys the command regardless of accompanying deviant behavior.

Examples

Parent: Give me the marbles. (direct command)

Child: (cry while handing parent the marbles) (compliance + cry)

Parent: Put the toys away now. (direct command)

Child: (throws doll in toy box roughly) (compliance + destructive)

Parent: Color this one red. (direct command)

Child: (colors it red) I don't want to. (compliance + smart talk)

4. The child's nonverbal behavior is coded when the verbal and nonverbal behavior are inconsistent.

Examples

Parent: Sit down next to me. (direct command)

Child: (sits down) Do I have to? (compliance + whine)

Parent: Let's build a school house. (indirect command)

Child: (begins building) I don't want to play school. (compliance + smart talk)

Parent: Put the dolly in bed now. (direct command)

Child: (puts doll in bed) No! (compliance + smart talk)

Decision Rules

1. **When uncertain as to whether the child complied, non complied, or has had no opportunity to comply, code no opportunity.**
2. **When uncertain as to whether the child has complied or non complied, code compliance.**
3. **When parent says, ("Let's pretend..." Indirect Command) or "Let's imagine..." Indirect Command) assume compliance unless the child says "No." This also true for "Let's think..." or any other synonym.**

NONCOMPLIANCE

Definition

Noncompliance occurs when the child does not obey a direct or indirect parental command, even if the coder thinks the child may not have heard the command.

Examples

ignoring parent, tuning parent out	making an excuse
refusing to obey	arguing
engaging in incompatible behavior	engaging in a debate
counter-commanding	feigning deafness

Guidelines

1. **Failure to begin to obey a command within 5 seconds is coded noncompliance.**

Examples

Parent: Come here. (direct command)

Child: (continues playing and ignores parent for 5 seconds) (noncompliance)

Parent: Let's put everything away. (indirect command)

Child: (continues playing with truck for 5 seconds) (noncompliance)

Parent: Draw a picture of a tree. (direct command)

Child: (continues to draw a sun for 5 seconds) (noncompliance)

- a. **The child need only begin to comply within 5 seconds to code compliance.**

Examples

Parent: Pick up the blocks. (direct command)

Child: (puts one block away and quits) (compliance)

Parent: Put the airplane away. (direct command)

Child: (begins to fly airplane toward the toy box) (compliance)

Parent: We're going to color now. (indirect command)

Child: (fingers crayon) (compliance)

- b. **Noncompliance is coded if the child begins to comply after 5 seconds have elapsed.**

Examples

Parent: I want you to put the dress back on the doll. (indirect command)

Child: (after 6 seconds, picks up the doll dress) (noncompliance)

Parent: Bring the circus train over here. (direct command)

Child: (after 6 seconds, child begins to move the train toward the parent)
(noncompliance)

- c. **If the child does not respond to a command, code noncompliance even if you think the child did not hear the command.**

Example

Parent: (calling from another room) Eva, come now for dinner. (direct command)

Child: (no response) (code noncompliance)

2. **When the child begins an incompatible activity following a command, it is a noncompliance.**

Examples

Parent: Use the black crayon. (direct command)

Child: (picks up the red crayon) (noncompliance)

Parent: Give me the doll. (direct command)

Child: (pushes doll in opposite direction) (noncompliance)

Parent: Let's play with the farm. (indirect command)

Child: (picks up the chalk board) (noncompliance)

3. **The child's nonverbal behavior is coded when the verbal and nonverbal behavior are inconsistent. (That is, code what the child does, not what the child says.)**

- a. **If the child indicates verbal willingness to comply, but fails to obey within 5 seconds, noncompliance is coded.**

Examples

Parent: Put your coat on. (direct command)

Child: O.K. (continues playing) (noncompliance)

Parent: Let's build a schoolhouse. (indirect command)

Child: All right. (continues driving truck) (noncompliance)

Parent: Pick out all the red tiles. (direct command)

Child: Sure. (continues putting blue tiles on board) (noncompliance)

b. If the child indicates verbal unwillingness to comply, but obeys the command within 5 seconds, code compliance.

Examples

Parent: Put the toys away now. (direct command)

Child: Aww. (puts blocks in box) (whine + compliance)

Parent: Give me the doll in the blue dress. (direct command)

Child: No! (gives doll to parent) (smart talk + compliance)

Parent: Sing your new song. (direct command)

Child: I don't want to (sings). (smart talk + compliance)

c. Certain child verbal behaviors signal that noncompliance is likely to follow, such as arguing, refusing, counter-commanding, postponing, making an excuse, or giving a reason why the child does not want to comply. Nevertheless, the coder must wait 5 seconds to assess whether noncompliance has occurred.

Examples

Parent: Let me take my turn. (direct command)

Child: But I don't want to. (continues rolling dice) (noncompliance + smart talk)

Parent: Sit down. (direct command)

Child: No! (remains standing) (noncompliance + smart talk)

Parent: Close the coloring book. (direct command)

Child: You can't make me! (continues coloring) (noncompliance + smart talk)

Parent: Let's pick up the cars. (indirect command)

Child: I'll do it later. (races cars) (noncompliance)

Parent: Why don't you clean up now? (indirect command)

Child: Because I don't want to go home yet. (gets another toy out of toy box)
(noncompliance)

Parent: How about sitting down? (indirect command)

Child: I'm tired of sitting. (continues to shoot baskets) (noncompliance)

Parent: Pick up the Legos. (direct command)

Child: You pick 'em up. (begins to pick up Legos!) (compliance + smart talk)

Decision Rules

1. **When uncertain as to whether the child has complied, non complied, or been given no opportunity, code no opportunity.**
2. **When uncertain as to whether the child has complied or non complied, code compliance.**

NO OPPORTUNITY

Definition

No opportunity occurs when the child is not given an adequate chance to comply with a command.

Examples

command is vague

behavior requested is not within the child's competence

parent quickly repeats the command

parent quickly issues another command

parent gives a command while child is already doing the requested action

command is given after child has already completed the requested action

parent does the requested behavior for the child

Guidelines

1. **When a command is repeated or a new command (direct, indirect or negative) is issued before 5 seconds have elapsed, code No Opportunity regardless of whether child is complying or not complying.**

Examples

Parent: Put the cars away.

Child: (continues playing with the cars)

Parent: (waits 3 seconds) Come on! (direct command/no opportunity + indirect command/no opportunity)

Parent: Let's clean up.

Child: (continues dressing doll)

Parent: (waits 2 seconds) Jenny! (indirect command/no opportunity + indirect command/no opportunity)

Parent: Comb your hair.

Child: (doesn't comb hair)

Parent: (waits 4 seconds) I said comb your hair. (direct command/no opportunity + direct command)

Parent: How about cleaning up now?

Child: (no response for 1 second)

Parent: Pick up all the crayons and put them in the box. (indirect command/no opportunity + direct command)

Parent: Give me the airplane.

Child: What?

Parent: (1 second) Give me the airplane. (direct command/no opportunity + direct command)

Parent: Give me the red one.

Child: Where do you want it?

Parent: (1 second) Put it here. (direct command/no opportunity + direct command)

Parent: Put the book away now.

Child: Can I finish this story first?

Parent: (1 second) No, put it away. (acknowledgment + direct command/no opportunity + direct command)

Parent: Put the doll on the shelf.

Child: (continues playing 3 seconds)

Parent: Put the trucks in the toy box. (direct command/no opportunity + direct command)

Parent: Color the sun yellow.

Child: (continues to color the grass green 2 seconds)

Parent: Draw a horse, too. (direct command/no opportunity + direct command)

2. If one parent issues a command and then the other parent issues the same or another conflicting command within 5 seconds, code No Opportunity.

Example

Father: Sit down here on the sofa.

Child: (remains standing 4 seconds)

Mother: Jessie, come into the kitchen right now! (if coding father, mother's command is not coded; father's command is direct command/no opportunity)

3. Commands issued while the child is already engaged in the activity are coded No Opportunity.

Examples

Child: (playing with the barn)

Parent: Let's play with the barn. (indirect command/no opportunity)

Parent: Clean up now. (direct command)
 Child: (begins and continues putting toys away) (compliance)
 Parent: Clean up everything. (direct command/no opportunity)

Child: (removing toys from toy box)
 Parent: Get all the blocks out. (direct command/no opportunity)

4. When the parent performs the action requested in the command in such a way that the child is prevented from complying, No Opportunity is coded.

Examples

Let's put the red one here. (parent places red one) (indirect command/no opportunity)

Snap this wheel on first. (parent snaps wheel) (direct command/no opportunity)

Put your arm in the sleeve. (parent gently puts child's arm in sleeve) (direct command/no opportunity) (physical positive)

a. If the parent simply joins in the requested activity and does not prevent compliance, do not code no opportunity.

Examples

Parent: Let's clean up now. (begins picking up blocks)
 Child: (also picks up blocks) (indirect command/compliance)

Parent: Pick out all the red ones. (begins picking out the red ones)
 Child: (ignores for 5 seconds) (direct command/noncompliance)

Parent: Line up all the trucks. (begins taking trucks from garage)
 Child: (lines up trucks) (direct command/compliance)

5. If a command calls for behavior that clearly can't be initiated in the 5 seconds following the command, code No Opportunity.

Examples

Take this to your teacher tomorrow. (direct command, no opportunity)

When we finish building this tower, then we'll need to take it apart. (indirect command, no opportunity)

6. **If the command calls for behavior that is clearly beyond the competence of the child, code no opportunity.**

Examples

Would you put this canister on the top shelf, please? (shelf is several feet over the child's head) (indirect command/no opportunity)

Read the title of this magazine. (child is age 2 and title is National Geographic) (direct command/no opportunity)

Multiply 12 x 12. (child is age 5) (direct command/no opportunity)

7. **Vague commands that do not tell the child specifically what to do are coded no opportunity. These are always coded No Opportunity, even if it is clear from a previous command what the child is being asked to do.**

Examples

Be careful. (indirect command/no opportunity)

Be patient. (indirect command/no opportunity)

Hurry up. (indirect command/no opportunity)

Watch out/ Look out. (indirect command/no opportunity)

Be good. (indirect command/no opportunity)

Be neat. (indirect command/no opportunity)

Come on. (indirect command/no opportunity)

Get ready. (indirect command/no opportunity)

Act right. (indirect command/no opportunity)

Behave like a big girl/boy. (indirect command/no opportunity)

Kate! (indirect command/no opportunity)

Trust me. (indirect command/no opportunity)

Just a minute/Just a sec. (indirect command/no opportunity)

Hey! (indirect command/no opportunity) unless means NO and is critical

8. **"Yes!" is coded indirect command, no opportunity the first time a parent says this as a follow up to a command. If parent says "Yes!" again in response to a smart talk, then code as critical.**

Example

Parent: Put your raincoat on now, Ashley. (direct command)

Child: No! (smart talk)

Parent: Yes! (indirect command/no opportunity)

Child: No way! (smart talk)

Parent: Yes! (critical) (arguing)

Decision Rules

1. **When uncertain as to whether the child has or has not had an adequate chance to comply, code no opportunity.**

No Opportunity: examples

Connect the fence. Lay it on the board. (direct command, no opportunity, direct command)

Look! Look! Look over there! (with a point) (direct command, no opportunity, direct command, no opportunity, direct command, comply/noncomply)

Child: No! (in response to a command)

Parent: Yes! (indirect command/no opportunity)

Child: This is fun! (positive affect verbal)

Parent: We should do this more often. (indirect command/no opportunity)

PARENT POSITIVE AFFECT

Definition

Positive affect is a nonverbal expression of enjoyment, warmth or enthusiasm directed at the child.

Examples

Smile (where parent makes eye contact with child)

Laughter

Nervous laughter.

Warm, bubbly laughter.

Dad laughs for 3 seconds. (positive affect x 1)

Dad laughs for 7 seconds. (positive affect x 2)

Guidelines

1. Parent positive affect **must be seen or heard by the child** if it is to be coded.
2. In a situation of continuous parent positive affect, **one positive affect is coded each 5 seconds.**
3. **Parent positive affect** is a nonverbal behavior and **may occur simultaneously with a parent verbal behavior.**
4. **Code any laughter as positive affect**, even if it is out of nervousness rather than pleasure.
5. If **laughing and smiling occur simultaneously only one is coded.**
6. Code positive affect **only between the target dyad.**

Examples

Parent smiles at target child while playing a game. (positive affect)

Parent laughs with non-target child while playing game. (not coded)

CHILD POSITIVE AFFECT VERBAL

Definition

Verbal positive affect is defined as a positive evaluative verbal expression of pleasure, warmth, enthusiasm, or gratitude.

Examples

I sure did a good job!	I love you, Mom.
This is fun!	You made a neat tower.
I'm getting better at reading.	I really liked that movie.
Oh, goody!	Thanks, Mom.
Aren't we lucky we have four dolls!	You're being so funny, Dad!
I have a good idea.	Thank you!
I'm a winner!	You're welcome.
You're so lucky, Mom!	I'm good at this, right?
Yummy dinner.	I like playing this game.
Yours looks cool.	Grandma is so nice to me when I visit.

Guidelines

- Praise of self, parent, sibling or object is coded positive affect verbal.**

Examples

I'm great at drawing dogs. (positive affect verbal)
 (to sibling) Kiana, you tell good jokes. (positive affect verbal)

- Enthusiasm alone without specific positive verbalization is not sufficient basis for coding positive affect verbal.**

Examples

I t's a dinosaur!! (not coded)	I have soccer tomorrow! (not coded)
I t's a really neat dinosaur! (pos. affect verbal)	I love going to soccer! (pos aff verbal)
I won. I did it. (not coded)	I saw the new kitties! (not coded)

CHILD POSITIVE AFFECT NONVERBAL**Definition**

Child positive affect-nonverbal is a nonverbal expression of enjoyment, warmth or enthusiasm directed at the parent.

Examples

Smile (where child makes eye contact with parent)

Laughter

Guidelines

1. **Child positive affect nonverbal must be seen or heard by the parent if it is to be coded.**
2. **In a situation of continuous child positive affect nonverbal, one positive affect nonverbal is coded for each 5 seconds.**
3. **Child positive affect nonverbal is a nonverbal behavior and may occur simultaneously with a child positive affect verbal behavior.**
4. **Code any laughter as positive affect nonverbal, even if it is out of nervousness rather than pleasure.**
5. **If laughing and smiling occur simultaneously, only one behavior is coded.**
6. **Code only the target dyad.**

Examples

Child smiles at parent while playing game. (positive affect nonverbal)

Child laughs heartily with sibling while playing a game. (not coded)

CHILD PHYSICAL WARMTH

Definition

A child physical warmth is an explicit physical act of endearment initiated by the child.

Examples

pat	hug	climbing onto parent's lap	'high five'
kiss	head to head	pleasant touch	hand shake- (congratulations)
stroking hair	rubbing head, shoulders	foot rub	

Guidelines

1. A physical warmth is a "physical positive" initiated by the child. If the child sits down next to the parent and they both lean into each other, code physical warmth for the child and code physical positive for the parent .
2. Physical warmth is coded only once for each discrete act of physical warmth. If the child climbs onto the parent's lap, one physical warmth may be coded for each minute of continuous lap sitting.
3. If the parent says, "Give me a hug." and the child does, it is not coded physical warmth since the child did not initiate the physical contact. Code physical positive for the parent.
4. When child initiates physical warmth to parent, and the parent responds with "no" or another critical statement, still code physical warmth for the child.

Examples

Child: (climbs onto Mom's lap) (physical warmth)

Parent: I don't want you on my lap right now! (critical)

5. When child accidentally touches parent, code physical warmth. No physical positive is coded for the parent unless parent initiates a specific physical positive response.

Examples

Child accidentally touches parent on the shoulder when reaching for a toy. (physical warmth)

Child accidentally brushes against parent's leg while placing a Lego block. Parent then pats child on the back. (physical warmth + physical positive)

Decision Rules

1. **When in doubt whether parent or child initiated accidental touch, code physical positive parent.**

TIME OUT

Procedure

When a time out occurs (i.e., a time out command is given), proceed as follows:

1. Immediately move to an extra coding sheet.
2. Record the time.
3. Label sheet "T.O."
4. Stay on this one coding sheet for the duration of T.O.
5. When T.O. is over, record the time. The T.O. is over when the parent says it is over or when the bell sounds, etc.
6. Go back to your last "regular" coding sheet and complete the remainder of the 5 minute interval.
7. Continue coding the rest of the session as usual.
8. Any subsequent time outs are coded in the same manner. Use a fresh coding sheet for each time out.

Example

Two minutes into your second page, a T.O. command occurs.

Immediately move to the extra sheet.

For 12 minutes a T.O. takes place and you record this all on one page.

At the end of 12 minutes, turn back to page 2 and continue coding the remaining 3 minutes.

Once page 2 is completed, you will have another 20 minutes of coding (unless another T.O. takes place).

Guidelines

1. **If more than one T.O. command is given before the child actually goes to time out (i.e., the first command was either a No Opportunity or a Noncomply), record only the first T.O. command on the "regular" coding sheet. All subsequent T.O. commands are coded on the T.O. sheet.**
2. **When you are coding one parent and the other ("non target") parent calls a time out, draw a vertical line down the command column of the time out page. On the left-hand side of this line indicate what happened with the parent who**

called the time out. Continue to code the "target" parent in the tally boxes per the usual time out procedure.

3. If you are coding a family that is sending their child to T.O. repeatedly, you may need to call it an evening and try again another night. We need to be sensitive to parents having a bad day. A home visit should not extend more than an extra half an hour. If it looks as though a home visit is going to be longer than this (due to T.O.s) you might want to say something like this to the parents:

"This looks like a hard day for you. Why don't we call it an evening and reschedule another appointment tomorrow? In the meantime I can talk with our Project Director and see what she might want us to do."

The same holds true for marital conflict. If you find yourself in an unusually uncomfortable situation, suggest rescheduling a home visit.

4. If writing a summary of the home visit, describe in detail how the parents handled the T.O., what was going on before, during and immediately after the Time out. For instance, if the parent ignores the child's screaming in T.O., note it on the T.O. sheet.

Time Out Warnings

Whenever a time out warning occurs (e.g., chair T.O., room T.O., stairs T.O., etc.) code Time Out Warning and indicate in the margin or the 'Other' box that it is a "time out" warning. The consequence is going to time out for a warning to be coded 'Time Out Warning'

Time Out Warning examples

If you don't stop coloring on the baby, I'm going to time you out.

I'm going to ask you one more time, then you'll have to go to time out.

Do you want a time out? Do you want to go to time out?

Strike one.

Clean up this mess or you'll have a time out.

If you don't stop hitting you're going to your room.

If you hit your sister you're going to time out.

Looks to me like you're asking for time in your room.

Don't kick, or you're going to time out.

You might get a time out if you keep doing that!

That kind of behavior could get you a time out.

Time Out Commands

Time out commands (i.e., commands sending the child to time out) may be either direct or indirect commands. Code in the appropriate category and note in margin or 'Other' box as "T.O." Only the first time out command is coded on the regular coding sheet for a discrete time out sequence. Any subsequent time out commands are coded on the separate Time Out coding sheet.

Time Out Commands: examples

I want you to go to time out. (direct command)

You're going to need to go to time out. (indirect command)

Time out, now! (direct command)

I'm going to count to 5... (indirect command)

Go to your room or I'll have to take you.

If you want your favorite dinner, go to time out now.

I think you'd better go to your room for five minutes.

You have to sit in this chair.

Go to time out.

Get yourself to time out now, young man.

Go sit in the hall for your time out.

Get on the time out chair right now.

VALENCE

Definition

Valence describes the emotional tone of the content behaviors and is coded on the basis of nonverbal gestures, body posture, facial expressions, and tone of voice and/or inflections. Each coded content behavior is also rated for valence using a scale ranging from unrestrained negative to exuberant affect (see scale and anchor point definitions below).

VALENCE SCALE:

1	2	3	4	5
exuberant affect	positive affect	neutral affect	negative affect	unrestrained negative affect

Valence is intended to be an independent dimension qualifying content behaviors. For example, it may occur that typically negative behaviors (Negative Verbal) are rated in positive valence or positive behaviors in negative valence. The scale above is intended to represent a normal distribution of the emotional quality of behavior in interaction. In a normal distribution roughly 60% of all content behaviors will be rated as in neutral valence, 30% in either mildly negative or positive and the remaining 10% as very positive or negative. This distribution applies, however, to family interaction in general. It is possible that for a single family member, the majority of his/her interaction is coded as either positive or negative. Below are definitions and adjectives describing each of the five valence ratings.

5 - UNRESTRAINED NEGATIVE AFFECT:

Behaviors are rated as (5) when the interactant expresses clear and pronounced anger, disapproval, displeasure or demeaning affect in the coded interaction. In this rating the emotional tone of the interactant is very negative; showing pronounced displeasure with a person or situation. Facial expressions and gestures denoting hostility, anger, extreme irritation, depression or disapproval are rated as (5). Voice tones for this category are loud, harsh, tense, threatening, angry, provocative, extremely sad, depressed or unhappy. Any spanking or Destructive warrants a (5).

Descriptive adjectives for unrestrained negative affect:

abusive, belligerent, clearly disapproving, angry, enraged, inflamed, vindictive, taunting, defeated, coercive, hostile, invasive, guilt-tripping, withdrawn, violent, wailing, flailing, tantrums, screaming, intense defiance.

4 - NEGATIVE AFFECT:

This category represents negative affect which is less clearly articulated or pronounced than (5). Code (4) when either or both voice tone and facial expression indicate the interactant's mild displeasure, irritation, sadness, contempt, slight hostility and/or mild disapproval. Facial expressions and tone of voice are similar to those described as unrestrained negative but are simply less extreme.

Descriptive adjectives for negative affect:

complaining, whining, cold, dismissive, somber, curt, rejecting, defensive, sour, censorious, bitter, tearful, apathetic, unhappy, querulous, peevish, contemptuous, intrusive, exasperating, manipulative, non supportive, unattached, bored, teasing, defensive, dejected, childish, immature, menacing, imploring, edgy, sassy, crabby, peevish, bossy.

3 - NEUTRAL AFFECT:

Neutral affect is coded for behaviors that are in a neutral tone of voice in the absence of either effusive or hostile nonverbal gestures. Neutral affect (3) represents a level of interchange that is typical of casual acquaintances, business associates, or general conversations between family and friends. Only slight fluctuations in affect remain coded in (3), where greater changes require the scoring of either positive or negative valence. When a person is animated or energetic but not clearly in a positive or negative valence, code (3) neutral affect.

Descriptive adjectives for neutral affect:

calm, mild, quiet, cordial, polite, pleasant

2 - POSITIVE AFFECT:

This rating is used when there is notable warmth, interest, pleasure, supportiveness or affection expressed in an interactant's behavior. (2) is coded when a behavior is expressed with laughter, pleasurable facial expressions (smiling), affection and/or enthusiastic interest.

Descriptive adjectives for positive affect:

warmth, responsive, concerned, affectionate, enthused, interested, lively, pleasurable, happy, approving, encouraging, solicitous, playful, cooperative.

1 - EXUBERANT AFFECT:

This rating represents pronounced expressions of intense happiness, warmth, affection, pleasure or supportiveness. The difference between (2) and (1) is that (1) indicates more intense expressions of positive affect that are unmistakably pleasurable and are less controlled. Intensity may be expressed by loudness, length of nonverbal gesture or the intensity of voice intonation or gesture. For example, (1) may be coded in some cases when the interactant whispers, provided his/her facial expression and gestures indicate intense happiness, approval or support. When a child collapses in a fit of giggles, code a (1).

Descriptive adjectives for exuberant affect:

overjoyed, exhilarated, rejoicing, loving, excited, enthusiastic,
bursting with laughter

Guidelines on Valence

1. **Focus on the dyad.** Valence should capture the parent and the child's emotional tone in relation to each other, not in relation to anyone else in the family.
2. **When the target child and target parent have not interacted with each other**, give a 3 and write a note to this effect on your valence.
3. **Do not average.** Instead, see #4.
4. **If the valence changes or varies during the five minute period**, circle one number (the dominant valence) and draw an arrow to another that best describes the changes.
5. **If the target parent's valence is a 3 with the target child but is extreme with another family member**, continue to code valence only for the parent/child dyad. Write a note in your observation report to indicate the valence with other family member.

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In 2000 the manual was again revised by Kate Calhoun and Kathy Rogers, based on notes and discussions with fellow coders Ashley Carter, Sarah Cook, Doris Harkness, Nat Houtz, Dawn Myre, Susan Reanier and Amy Vore. This revision added clarifying explanations and more examples for many categories. Formatting revisions were also added to make the manual more user-friendly.