

# **Family and Peer Process Code Training Manual**

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A Synthesis of Three OSLC Behavior Codes

Julie Stubbs Lynn Crosby

Marion Forgatch

Deborah Capaldi

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## I. Content Codes Overview

### 10-50 VERBAL BEHAVIOR

#### 10 - CONVERSATION

11 POSITIVE TALK

12 TALK

13 NEGATIVE TALK

#### 20 - INTERPERSONAL

21 POSITIVE INTERPERSONAL

22 TEASE

23 NEGATIVE INTERPERSONAL

#### 30 - STRONG INTERPERSONAL

31 ENDEARMENT

32 SELF DISCLOSE

33 VERBAL ATTACK

#### 40 - DIRECTIVES

41 ADVISE

42 COMMAND

43 COERCE

#### 50 - RESPONSES TO DIRECTIVES

51 AGREE

53 REFUSE

### 60 VOCAL BEHAVIOR

62 VOCAL

### 70 NONVERBAL BEHAVIOR

71 POSITIVE NONVERBAL

72 NEUTRAL NONVERBAL

73 NEGATIVE NONVERBAL

### 80-90 PHYSICAL BEHAVIOR

83 PHYSICAL AVERSIVE

91 TOUCH/HOLD

92 PHYSICAL INTERACT

93 PHYSICAL AGGRESSION

### 00 COMPLIANCE BEHAVIOR

01 COMPLY

03 NON-COMPLY

## II. History of the Family and Peer Process Code

To understand the origins of Family and Peer Process Code (FPPC) and to give credit where due, it is necessary to go back 20 years to development of the Family Interaction Coding System (FICS) by John Reid, G. R. Patterson, and a number of other scientists. In January of 1968, the coding system was first used to study families referred for treatment at the Oregon Social Learning Center (OSLC). The FICS was designed primarily to measure a variety of behaviors needed to describe prosocial and coercive family interactions. Events were recorded about every six seconds (not in real time).

The FICS successfully demonstrated behavioral differences in problem and non-problem children and showed that families with problem children differ from families of non-problem children in higher rates of aversive behaviors. Such coding systems developed for examining the details of the parent/child interaction have been instrumental in understanding the development of aggressive behavior in families and in serving as our most sensitive measures of outcome.

Because the FICS was a paper and pencil code using six-second time frames, only the grossest estimates of duration were available. In search of a much more precise measurement of duration, a group of researchers developed a code system that would record interaction in real time, the Interaction Coding System (ICS). It contained 26 behaviors, 14 of which were aversive, seven neutral, and five positive. Measures of frequency, duration, and sequence were obtained by having observers speak the codes into a cassette recorder, thus maintaining true sequential order while accurately measuring duration and frequency. The audiotaped observations were then transferred verbatim to written protocol sheets divided into 30-second segments.

The revised code was used in extended baseline studies with about 14 families. Two

investigators at the center used the data from these protocols. In 1981, Patterson analyzed the data from five families to demonstrate that family crises, mother mood, and mother insularity scores covaried on a daily basis with the rates of coercive behavior of both the mothers and their children. Rolf Loeber used the data from the larger sample to demonstrate differences in the uncertainty of the interaction with the problem children as compared to normal children.

While having data recorded in real time was useful for both sets of analyses, there were still a number of problems remaining with the code. ICS incorporated only global descriptions of prosocial behavior. Another major deficiency of the code was its lack of sensitivity to changes in affect. It was decided that the third revision of the coding system would not only sample prosocial categories more intensively, but would, in addition, provide measures of change in negative and positive affect.

A new group was formed as part of the Longitudinal Planning Study, a planning study for what was to become the Oregon Youth Study. The group consisted of G. R. Patterson, D. R. Moore, Rolf Loeber, Tom Dishion, Debbie Toobert, Vicki Halper, Magda Stouthamer-Loeber, John Reid, Brenda Cable, David Littman, and Pat Holleran. This group began the process of developing the Multidimensional Observations of Social Adjustment in Children (MOSAIC) code in 1979. To facilitate the development of prosocial interaction coding, "super normal" families were observed and then interviewed in their homes. It was noted that a good amount of parent to child interaction involved a subtle teaching in areas of morality, ethics, and academic skills, as well as problem solving. As a result of these observations, the study group included in the new code several code categories attempting to assess these kinds of interaction. When all was said and done, the MOSAIC code consisted of 44 content codes, 23 activity codes, eight context

categories, and five valence ratings.

After observing 100 families on the longitudinal planning study, it became clear that further revisions were needed to obtain acceptable levels of reliabilities on individual code categories and to reduce the amount of time required to train observers. Thus, yet another group set out to devise a new code that incorporated the innovations of the MOSAIC, but simplify the task of the observer. This group included Irma August, Tom Dishion, Peggy Gabrielson, Karen Gardner, Rolf Loeber, Shannon McCarthy, Jerry Patterson, John Reid, Stella Spyrou, Magda Stouthamer-Loeber, and Stephanie Thibodeaux. Toward this aim, the group eliminated the MOSAIC context categories, reduced the activity codes from 23 to six, reduced the content codes from 44 to 25, and kept the five ratings of valence. This iteration was the Family Process Code (FPC).

FPC was first used in Oregon Youth Study (OYS) home observations of families. The 25 content codes were generated by developing a two dimensional grid of behaviors. One axis represented the topography of behaviors, verbal, vocal, nonverbal, and physical, and the other axis represented the a priori social impact of behaviors, positive, neutral, or negative. The affect scheme used was originally a five-point bipolar scale ranging from exuberant to unrestrained negative. A sixth affect, sad, was added later. Six activity switches were used to describe contexts of behavior typically found in the home: eat, read, work, play, attend, and unspecified. After it was found acceptable reliability levels could be achieved coding families in the home, FPC was used in a number of studies to code home observations as well as tapes of lab tasks.

In anticipation of the OYS youths bringing their male peers to the Center to do taped lab tasks in Wave 5, the Peer Process Code (PPC) was created by Tom Dishion and his colleagues.

The intent was to adapt FPC to better capture peer interactions. Many of PPC's 24 content codes were identical to those of FPC. A few codes were added, a few were dropped, and a few were changed. The affect system was kept. Activities were dropped, being irrelevant in the lab tasks. The Antisocial Qualifier was added. It was a switch that classified the ongoing peer interaction as antisocial or not antisocial. The qualifier was descriptive of the social orientation of the boys' behavior in respect to societal norms.

The Interpersonal Process Code (IPC) was developed in response to the need for a simplified coding system that would assess social exchanges across context and interactants. OSLC's observational data store included families, preadolescent and adolescent peers, and young couples, in varied situations including home and playground observations and lab tasks of all sorts. The 13 content codes were adopted from FPC, with contributions from the Interactive Coding system developed by Fagot and Hagen and Problem Solving Code developed by Marion Forgatch, Becky Fetrow, and Margaret Lathrop. The six nominal affective states adopted for this code are from the LIFE coding system by Hops. These affect codes were designed to measure distinct types of emotional displays, such as happy, distressed, and sad.

Family and Peer Process Code (FPPC) is OSLC's latest strategy for capturing behaviors of interest in family and peer interactions. It is an amalgamation of the three closely related behavior codes briefly described above, Family Process Code (FPC), Peer Process Code (PPC), and Interpersonal Process Code (IPC).

The training manuals for each code mentioned above will provide much more detailed information.

The Family and Peer Process code consists of four dimensions, three of which are



simultaneously recorded at all times: Activity or Withdrawal Qualifier, Content, and Affect.

Activity refers to the general setting in which the subject is being observed and consists of six categories: Work, Play, Read, Eat, Attend, and Unspecified. The Withdrawal Qualifier records the absence or presence of the collection of behaviors called withdrawal. Content codes describe an individual's behavior as it changes through time. There are 24 content codes, eight of which are defined a priori as positive, nine as negative, and seven as neutral. They are further divided into verbal, vocal, nonverbal, physical, and compliance behaviors. Affect, or valence, is recorded with every content code and has six ratings: Happy, Caring, Neutral, Distressed, Aversive, and Sad.

The remainder of this manual is divided into five sections. The next section describes general procedures for collecting home observation and lab task data with this coding system. The following five sections provide information on general procedures and on each coding dimension: activity, content, withdrawal qualifier, and affect.

### III. Observation and Coding Procedures

Basically, the coder will find two situations in which to code: observing a live, ongoing situation and watching a videotape.

Live observation sessions are frequently conducted in the family home setting. Before observations are carried out, it is necessary to orient the family to the process. The goal is to answer all questions fully so that the family understands the rationale underlying home observations without biasing the family vis-a-vis the hypotheses to be tested in the course of the observational process.

The home observation sessions are structured in a manner to facilitate the coding of all family members' behavior and to prevent interruptions in interaction sequences. Toward this end,

the participating family is asked to: a) have all members present; b) avoid having guests present; c) limit the family's activities to one or two rooms; d) turn the TV off; e) avoid playing board games and card games unless part of a structured task; f) limit telephone conversations as much as possible by not calling out and by briefly answering incoming calls.

Home observation coding sessions are made up of a series of segments, or trials. For each trial, one person is isolated as the focal subject. All coding is restricted to recording the behavior of the focus and his/her interactions with others. For example, if the target child is the focus of a trial, all the behaviors of the target child will be coded, but behaviors of the other family members will be coded only when they are directed toward the target child or to everyone present. Observation sessions may include a number of trials focusing on mother, father, child, or siblings. Length and number of trials included in a session are determined by characteristics of the particular sample and study.

Activity codes describe the general context of the coded interactions in the home. Activity codes are recorded by using the toggle switches on the Portable Data Terminals (PDT's) or computer keyboards. There are six switches. Only one activity may be recorded at any given time, and at no time should all activity toggle switches be in the off position. See section IV (page --) for activity code descriptions.

Peers, couples or families coming to the center for videotaping sessions are typically given a series of time-limited tasks to do. The tasks, having a specific order and predetermined length, can be considered as synonymous with trials in live observations. The nature of tasks assigned varies with research hypotheses. Typically, the first task is designed to put the subjects at ease. A focal participant may or may not be specified. Two person interactions do not need a specified

focus. Also, the nature of the lab session lessens or eliminates the need of a focus person for small groups given a joint task

Activity codes described in section IV are not appropriate for lab sessions. Instead, the toggle switches can be used to indicate other salient features of the tasks or the participants. An example is the Withdrawal Qualifier that uses toggle switches to qualify one or more of the participants of a lab task as being withdrawn from the ongoing interaction. Refer to section VI (page --) for more information regarding withdrawal.

For both live and videotaped observations, content codes and valence ratings are recorded simultaneously using the keyboard. Five numerical entries describe each recorded interaction.

Figure 1 shows the sequence of coded entries, and the appropriate code for each column.

Figure 1. Five-Digit Keyboard Entry for Coded Interactions

(1-8) <u>Initiator</u>	(01-93) <u>Content</u>	(0-9) <u>Recipient</u>	(1-6) <u>Valence</u>
4	12	1	3
3	21	1	2
1	01	3	3
1	71	3	3

The first entry in the five-digit code represents the initiator of a behavior, or the person who engages in the behavior recorded. Family members are represented by the following numerical codes: male target child = 1, father = 2, mother = 3, older male sibling = 4, older female sibling = 5, younger male sibling = 6, younger female sibling = 7, and female target child = 8.

The second two digits describe the content of the interactant's behavior. A detailed description of each content code is included in section V of this manual.

The fourth entry represents the recipient of a given behavior. The codes for recipients are the same as those for the initiator, although two codes are added to signify behavior directed to objects or household pets (0) and multiple recipients (9). The focus of a trial should always be coded as the initiator or recipient, or else 9 to represent that the focus was one of multiple recipients for a given behavior. Objects, pets, and multiple subjects (9) are never coded as initiators. Children less than 2 years of age are coded as initiators. However, their entire verbal behavior is coded as 62 (Vocal).

The fifth and last digit represents the emotional valence of the coded behavior. Every coded interaction is entered with a valence rating. Section VII describes the six valence ratings and their use in recording behaviors.

#### IV. Activity Codes

Activity codes represent the general line of action for the focus of a given trial during home observations. If the focus of a trial is the father, one of the following six toggle switches describes the general context of his interactions: Work (1), Play (2), Read (3), Eat (4), Attend (5), and Unspecified (6). Only one activity switch is to be on at any given time. The coded activity is to be changed only when the focus has been engaged in another activity for a minimum of 30 seconds. For example, the father is cooking and momentarily stops to talk with a family member, the activity remains in work. If, however, the target removes his apron and leaves the kitchen, the next appropriate activity is coded.

Activity codes are prioritized in numerical order, so that work takes precedence over all other activity codes. If an individual is engaged in more than one activity, code the activity that takes highest priority (e.g., play takes precedence over eat, read takes precedence over

unspecified).

The following provides a description and examples for each of the six activity codes.

1. **Work:** This activity includes any household or home maintenance jobs such as cooking, cleaning house, mending or directly caring for any family member. This activity also includes family members doing homework, music practice, grooming or self-grooming, writing letters, making cookies, sewing, knitting and picking up toys (if it occurs after a play activity has terminated) are coded Work. The defining characteristic of the Work activity is that it involves structured or assigned tasks that benefit the family or promote skill development for the individual. For example, playing a musical instrument is only coded in the activity Work when it is clearly an assigned, repetitive or structured exercise aimed at the development of the person's general skill. Playing a song on an instrument, however, is coded in the activity Play. Whether or not the individual appears to enjoy the activity does not necessarily differentiate Work from Play.

**Examples**

Washing dishes  
 Writing letters  
 Sweeping floor  
 Flash card drills  
 Paying bills  
 Folding clothes  
 Straightening house  
 Mending  
 Sewing  
 Knitting  
 Crocheting  
 Cooking  
 Dressing  
 Cutting hair  
 Brushing hair or teeth  
 Applying cosmetics  
 Tying shoes  
 Homework  
 Music practice  
 Physical exercises

**Nonexamples**

Crafts (e.g., needlepoint, model building, art, etc.) Play (2)  
 Holiday activities (e.g., tree trimming or pumpkin carving, etc.) Play (2)

2. **Play:** Activity for amusement, pleasure or diversion is coded Play. Play can be verbal or nonverbal and may involve purely physical movement such as dancing, gymnastics or structured physical games such as "twister," "leap frog," or arm wrestling. If the focus of a trial is obviously coaching others in game playing, he/she is put into Play. Also setting up a board game is coded Play, as well as transitions between games such as putting one game away and setting up another, unless the transition between play activities is long enough that it becomes unclear whether play will eventually resume.

**Examples**

Games with standard rules and set patterns of action  
 Fantasy play, alone or with others  
 Dress up play  
 Interacting with pets  
 Play with toys/objects  
 Crosswords  
 Crafts/hobbies  
 Playing or listening to music (other than practice)  
 Physical play (hog pile)  
 Singing  
 Coloring  
 Holiday activities (tree trimming, pumpkin carving)

**Nonexamples**

Crafts such as knitting or hooking a rug (creating practical products), Work (1)  
 Aimless repetition (twirling hair, drumming fingers), Unspecified (6)  
 Cleaning up after a game when it is clear the activity has or will stop, Work (1)  
 Telling jokes or stories, Unspecified (6)  
 Watching another's play, Attend (5)

3. **Read:** Reading is coded for activities that involve looking at printed materials. The reading may be done silently or aloud. However, reading that is part of work (homework, following a recipe) is coded (1) Work, and reading that is part of a game is coded (2) Play.

**Examples**

Flipping through reading materials  
 Looking at a picture book  
 Reading out loud to a group  
 Reading a letter  
 Reading a cookbook (not following a recipe)  
 Reading a newspaper, catalog  
 Reading a Bible

**Nonexamples**

Telling a story without the aid of a book, Unspecified (6)  
 Reading recipes/cookbooks in the context of cooking, Work (1)  
 Mother is working while father reads to her, mother-Work (1)  
 Watching someone else read aloud, Attend (5)

4. **Eat:** Eating a meal, snack or drinking either alone or with others constitutes the activity Eat. If the focus is working, playing, or reading and eating at the same time, code the work, play, or read activity. When the focus both eats and engages in another activity, i.e. attend or unspecified, code the eat activity. If there is considerable conversation during a meal, remain in activity Eat, as the talk will be coded in the content codes. When in doubt if a focus is eating as a general activity, code Unspecified.

**Examples**

Meals  
 Snacks (no other simultaneous activity)  
 Drinks

**Nonexamples**

Snacking while wandering about the room,  
 Unspecified (6)  
 Snacking while playing a game, Play (2)

5. **Attend:** When the focus is not engaged in any activity but is actively watching others present in the observation, code Attend. In order for the subject to be coded Attend, he/she must be watching someone else for more than just a brief glance lasting a few seconds. If there is another activity code that would apply, code that instead of Attend.

**Examples**

Closely watching others play a game  
 Closely watching others cook  
 Watching someone eat (focus is not also eating)  
 Looking at someone who is reading out loud

**Nonexamples**

Looking at someone during conversation, Unspecified (6)  
 Glancing at someone during an observation (code ongoing activity)  
 Pausing briefly between activities to look around (code ongoing activity)



6. **Unspecified**: If the focus is basically inactive, involved solely in conversation, or is

in between activities for an extended length of time, code Unspecified.

Telling jokes and stories is also coded unspecified. When in doubt if the focus is engaged in any of the five above activities, code Unspecified.

**Examples**

Sleeping  
Looking out window  
Walking around  
Daydreaming  
Sulking  
Spacing out  
Telling jokes and stories (not reading)  
Conversation (without any other activity)

**Nonexamples**

Momentary breaks or pauses in activities (code ongoing activity)  
Watching others, Attend (5)

V. **Content Codes**

Content codes describe interactive behaviors by the focus or by another family member interacting with the focus. The content codes are divided among five relatively independent categories, namely Verbal, Vocal, Nonverbal, Physical and Compliance Behavior. Below are the five categories and the content codes sampling each category. Content codes and valence are entered on the keyboard.

**10-50 Verbal Behavior**

10 - Conversation  
11 Positive talk  
12 Talk  
13 Negative talk

20 - Interpersonal

- 21 Positive interpersonal
- 22 Tease
- 23 Negative interpersonal

30 – Strong interpersonal

- 31 Endearment
- 32 Self disclose
- 33 Verbal attack

40 - Directives

- 41 Advise
- 42 Command
- 43 Coerce

50 - Responses to directives

- 51 Agree
- 53 Refuse

60 Vocal Behavior

- 62 Vocal

70 Nonverbal Behavior

- 71 Positive nonverbal
- 72 Neutral nonverbal
- 73 Negative nonverbal

80-90 Physical Behavior

- 83 Physical aversive
- 91 Touch/Hold
- 92 Physical interact
- 93 Physical aggression

00 Compliance Behavior

- 01 Comply
- 03 Non-comply

There are 24 content codes across the five categories. An attempt was made to sample content codes within each category or dimension that were defined a priori as positive, neutral, or

negative. However, because of the low incidence of some behaviors, only one or two codes were included for some dimensions.

The definition of content codes as being positive, neutral or negative is considered independent of the accompanying valence rating. For example, it is possible for Positive Verbal to be coded with a negative valence rating (such as in sarcasm), or a Negative Verbal to be entered in a positive valence (such as in joking criticism). In other words, content codes are coded on the basis of the topography or face value of the behavior. The observer is not required to interpret or infer the intent of an interactant's behavior.

There is no direct way to record simultaneous events in the Family and Peer Process code. If two behaviors that are short in duration appear to occur simultaneously, the observer will use priority rules to decide which code is more important. In order of precedence, the codes are:

1. Verbal \* and Physical                      \*Directives take precedence over other verbal.
2. Compliance
3. Vocal
4. Nonverbal

Where there are two simultaneous codes of equal priority, the codes are entered sequentially in close proximity. For example, if a child calls his sibling a name and hits him simultaneously, with an angry facial expression, the observer codes:

<u>Initiator</u>	<u>Content</u>	<u>Recipient</u>	<u>Valence</u>
1	23	4	5
1	83	4	5

Because recording the duration of the interactant's behavior is an important aspect of the Family and Peer Process code it is necessary to indicate the cessation of behavior. That is, it is

important to show when the focus and his/her interactant have stopped interacting. This is accomplished by entering the stop code 99999 three seconds after the end of a behavior or interaction. For example, a target child has been humming loudly for a considerable length of time, then stops. Wait 3 seconds, then enter 99999, indicating that the behavior entered 1 minute earlier has stopped.

<u>Initiator</u>	<u>Content</u>	<u>Recipient</u>	<u>Valence</u>	<u>Seconds</u>
1	62	1	1	3
9	99	9	9	63

It is also possible to show that a previously coded overlapping and ongoing behavior has stopped. This is accomplished by entering the subject and content code for the ongoing code followed by two nines. For example, if a mother (i.e., the focus) is holding a younger male sibling while interacting with the target child, both interactions may be coded as is shown below.

<u>Initiator</u>	<u>Content</u>	<u>Recipient</u>	<u>Valence</u>
3	91	6	2
3	12	1	3
1	12	3	1
3	91	9	9

The last entry (39199) indicates that the mother has stopped holding the younger sibling at that point. In this example, the duration of the mother's holding the sibling overlaps with her other interactions. In this case, the coding of simultaneous events is recorded indirectly.

When two behaviors by two interactants are ongoing and simultaneous, the observer needs to indicate when both have stopped. For example, the target child and older male sibling are wrestling on the floor.

<u>Initiator</u>	<u>Content</u>	<u>Recipient</u>	<u>Valence</u>
1	92	4	1
4	92	1	1
4	92	9	9
1	92	9	9

The last two entries show that both the target child and his sibling have stopped their physical interaction.

If two behaviors by the same family member stop simultaneously, record the ending of each ongoing behavior. For example, the target child sits on his mother's lap and tells her a story he heard at school. When he is finished with the story and goes onto a new activity, the end of the previously coded behaviors are indicated in the following manner:

<u>Initiator</u>	<u>Content</u>	<u>Recipient</u>	<u>Valence</u>
1	91	3	3
1	12	3	3
1	91	9	9
1	12	9	9

A general rule to follow when tracking the duration of ongoing events is that if a behavior is not obviously ongoing, it is entered sequentially as an interaction. Reserve the stop code for behaviors that are salient and clearly ongoing, or for notable pauses in the subjects' behavior or interaction.

The following section provides a description of each of the 24 content codes, as well as coding decision rules, examples and non-examples.

**11. Positive Talk:** Includes verbal expressions of approval of appearance, behavior, state or conditions directly related to person(s) outside the session. Also includes verbal expressions of support or empathy for person(s) outside the session. Verbal behavior coded 11 must be explicit

enough so that if the statement were read **in context** it would be coded 11, regardless of the accompanying affect. This code includes positive exclamations regarding someone outside the session as well as general non-directed positive exclamations like great!, cool!, yeah! Also included are all positive statements regarding objects, possessions, situations, occurrences and preferences. Preferences relating to someone other than self present in the session however, are coded either (21) Positive Interpersonal or (23) Negative Interpersonal.

**Decision Rules:**

- 1) Statements of fact that imply judgment, evaluation, criticism, or approval of a person not present in the session will be coded as 11 (positive talk) or 13 (negative talk).

"I think Mom did a fantastic job." (Mom not in session) Positive Verbal (11)

- 2) Impersonal statements of preference are coded (11) Positive Talk, while statements implying approval of another are coded either 11 (positive talk) if person is not present, 21 (positive interpersonal) if person is present, or (31) Endearment.

"I like dogs better than cats." Positive Talk (11)

"I like purple, don't you?" Positive Talk (11)

"I like Jill's shirt." (Jill is not present) Positive Talk (11)

"These are good hamburgers, Mom." (Mom made them) Positive Verbal (21)

"I love the way you are." Endearment (31)

- 3) Code all statements at face value as much as possible. In cases where the valence rating is the determining factor between positive and negative, code neutral content and affix appropriate valence.

"Did you really do this all by yourself?" Talk (12)

"Why do you do that?" Talk (12)

"When I ask a question, I expect an answer." Talk (12)

4) Statements of unqualified positive emotion towards a person not present in the session are coded either Positive Talk (11) or Self-Disclose (32). If the statement meets the criteria for both (32) and (11), code (32) Self-Disclose.

"I love him." Self-Disclose (32)

"I think he's awesome." Positive Talk (11)

**Examples:**

1) "I liked his drawing." (11)

2) "I understand how she feels." (11)

3) "The outfit she was wearing was really cool." (11)

4) "I think he's cute." (11)

5) "I would really like to help Sandy out." (11)

6) "Your uncle is the best carpenter I know of." (11)

7) (TC wins a game of checkers and says:) "Yes!" (11)

8) "Jill & Marty are getting along a lot better now." (12)  
"Great!" (11)

9) "I like the color red." (11)

10) "Your Dad loves you" (11) (Dad is not present in session)

11) "That party was fun." (11)

12) "I love the actress in that movie." (11)

13) "Isn't this great weather we're having!" (11)

14) "Red is my favorite color." (11)

15) "I always agree with him." (11)

16) "I got it right." (11)

17) "I won the game." (11)

**Nonexamples:**

1) (Mother talking to father, father replies) "Yes, I agree with you." Code (21) Positive Interpersonal

2) "You're really smart." Endearment (31)

3) "I love him." Self Disclose (32)

4) "It's warm in here." Talk (12)

5) "I hope so." Talk (12)

**12. Talk:** This is a code for general conversational verbal interaction, including gossip, chit-chat about routine matters, conversation about past or present, verbal acknowledgment of another's statement, and agreements or disagreements with another's factual statement.

**Decision Rules:**

1) Singing with words is coded Talk (12).

2) Calling someone's name to get his or her attention is coded Talk (12).

3) Criticism of someone not present is coded Negative Talk (13)

4) Self-defensive statements are coded 12 (talk) unless they contain specific positive content or a counterattack.

"You're a baby." Verbal Attack (33)

"No, I'm not!" Talk (12)



“You’re a jerk.” Verbal Attack (33)

“No I’m not, you are.” Verbal Attack (33)

5) Code all statements at face value as much as possible. In cases where the valence rating is the determining factor between positive and negative, code neutral content and affix appropriate valence.

"It’s warm outside.” Talk (12)

“You’re skinny.” Talk (12)

6) Code directives only where compliance is required and potentially observable in the session. If in doubt, or if compliance appears to be optional, code Talk (12) or Advise (41).

"Pick up your toys.” Command (42)

"Clean your room tomorrow.” Talk (12)

"Let's get that homework done now, John.” Command (42)

"Why don’t you do your homework now, so you don’t have to do it Sunday night?” Command (42)

"Why don't you mind your own business?” Command (42)

"If you adjust the antenna, you'll get a better picture.” Advise (41)

"If you would check your answers, you'd get better grades.” Advise (41)

“You could clean your room tomorrow.” Advise (41)

“You can start talking now.” Talk (12)

7) Unintelligible or inaudible statements will be coded 12 (Talk).

8) Children's "play dialogue" exchanged with dolls, puppets, or action figures is coded

Talk (12), regardless of the literal meaning of their statements. Also included is fantasy play without the use of props.

An example: two children are playing with GI Joe type figures. One figure says to the other, "I hate your guts, I'm going to kill you." Talk (12)

10) Reporting criticism or quoting what others have said about self or someone present will be coded Talk (12).

"Your teacher said you are a brat." Talk (12)

"My coach thinks I'm the best player on the team." Talk (12)

**Examples:**

- 1) "When are soccer games this week?" (12)
- 2) "Mom, how do you spell 'garage'?" (12)
- 3) "I think the TV guide comes in Sunday's paper." (12)  
"No, it comes on Saturday." (12)
- 4) "Did you take your brother's train?" (12)  
"No." (12)
- 5) "Why don't you take algebra next term?" (12)
- 6) "I don't want to talk about negative stuff." (12)
- 7) "I am not dumb!" (12) (as a self-defensive statement)
- 8) "Remind me tomorrow to pick up some coffee." (12)
- 9) "Is that a good idea?" Talk (12)  
"Yes...No." Talk (12)
- 10) "It's not worth arguing about." Talk (12)
- 11) "Did you get an F on your test?" Talk (12)
- 12) "Why on earth would he say that?" Talk (12)

13) "I think you might need some help with that." Talk (12)

14) "I wish it was a beautiful day today." Talk (12)

**Nonexamples:**

1) "Want some, Daddy?" (Child offering father cookie batter that he/she has made) Positive Interpersonal (21)

Dad eats and then replies "This is good!". Positive Interpersonal (21)

2) "Sit up straight and eat your peas." Command (42)

3) "You couldn't do it, you're too dumb." Verbal Attack (33)

"I'm not dumb, you are!" Verbal Attack (33)

-or-

"I can do it great." Self Disclose (32)

3) "You got an F on your test, didn't you?" Negative Interpersonal (23)

4) "I need you to answer me when I ask you a question." (if answering is potentially observable) Command (42)

**13. Negative Talk:** This code describes negative verbal behavior that refers to person(s) not present in the session as well as all general complaints and cursing. Negative Talk includes blame, tattling, and statements of negative emotion and criticism of someone not present in the session as well as all complaints and criticisms regarding situations, occurrences, preferences, or objects. Complaints relating to the self that do not fit the definition of Self-disclose (32), will be coded Negative Talk (13).

**Decision Rules:**

1) Self-aggrandizement at another's expense (who is not present), will be coded as Negative Talk (13) or Self-Disclose (32). Self-Disclose takes priority.

"I can do it a hundred times better than he can." Negative Talk (13)

("He" is not present in the session)

"I am a better basketball player than he is." Self-Disclose (32) (self-evaluation-- other person is not present)

2) Statements of fact that imply judgment, evaluation, criticism or disapproval of a person not present will be coded as Negative Talk (13) when the evaluation is negative and Positive Talk (11) when it is positive.

"I can't believe he messed up again." (13)

"I can't believe he did so well." (11)

3) "He/She should have or shouldn't have" statements will be considered to be negative evaluations of past performance or behavior of someone not present, and will be coded 13 (negative talk). "I should/shouldn't have" statements will also be coded as 13 (negative talk), unless they can be coded as Self-disclose (32).

"He should have been driving more carefully." (13)

"She shouldn't have told him where to get off." (13)

"I shouldn't have spent so much money." (13)

"I should have never gotten married." (32)

4) Complaints are coded negative talk. (13).

"I'm tired" or "This soup is cold." (13)

"Math sucks." (13)

"That party was boring." (13)

"I hate the color red." (13)

"This weekend's going to be a drag." (13)

5) Code all statements at face value as much as possible. In cases where the valence rating is the determining factor between positive and negative, code neutral content and affix appropriate valence.”

“I have more candy than you.” Talk (12)

"So what?" Negative Interpersonal(23)

"So..." (12)

6) Leading questions involving blame of someone not present will be coded (13).

“He cheated off of me on the test, didn’t he?” Negative Talk (13)

**Examples:**

1) "He can't do it right." (13) --"He" is not present

2) "This place is a mess." (13)

3) "She should have bought those shoes while they were on sale." (13)

4) "Marty broke the pitcher, not me." (13) (Marty is not present)

5) "Mom forgot." (13) (Mom is not present)

6) “Ouch.” (13)

7) All cursing including darn, shoot, etc. (13)

8) “I don’t like all of the fighting.” (13)

9) “I don’t like it when he fights with you.” (13) (“He” is not present)

10) “That’s not fair.” (13)

11) “I lost my keys again.” (13)

12) “I’m confused.” (13)

13) "I never agree with him." (13)

14) "Why don't we ever have anything I like for dinner?" (13)

**Nonexamples:**

1) "I don't like you guys fighting." (23)

2) "I don't like it when you fight with him." (23)

3) "It's warm in here." (12)

4) "It's hard for me to communicate how I feel." (32)

**21. Positive Interpersonal:** Includes verbal expressions of approval of a person's behavior, appearance, or state or conditions directly related to a person present in the session. Also includes verbal expressions of support or empathy for a person present in the session. Verbal behavior coded 21, must be explicit enough so that if the statement were read in context, it would be coded 21 regardless of accompanying affect. Apologies, thanks, compliments, and volunteers regarding someone present are also coded (21). This code does not represent unqualified blanket or personalized praises such as "You're terrific." These are coded Endearments (31). The Positive Interpersonal code is descriptive of actions, not persons and has to be directly relevant to a person present in the session. This code also includes positive exclamations directed toward someone in the session.

**Decision Rules:**

1) Unsolicited offers of food, an object, a privilege, help, or an explicit invitation to take someone (who is present in the session) somewhere are coded (21) Positive Talk.

"I'll give you a ride to the movies tonight." (21)

"I'll start helping you with your homework every night." (21).

2) All apologies are positive, unless there is a clearly negative attack on another.

“I’m sorry, but you’re a jerk.” Verbal Attack (33)

“I’m sorry I hurt your feelings.” Positive Interpersonal (21)

“I’m sorry this is so bad.” Positive Interpersonal (21)

3) Statements of fact that imply judgment, evaluation, criticism, or approval of a person present in the session will be coded (21) Positive Interpersonal or (23) Negative Interpersonal.

“I think you did a fantastic job.” (21)

“You don’t have a life.” (23)

4) While statements implying approval of another person present are coded Positive Interpersonal (21), impersonal statements of preference are coded either Positive Talk (11) or Negative Talk (13),.

“I like Nike’s.” Positive Talk (11)

“I hate that kind of music, don’t you?” Negative Talk (13)

“You did a great job on that, Dad.” (21)

5) Code all statements at face value as much as possible. In cases where the valence rating is the determining factor between positive and negative, code neutral content and affix the appropriate valence.

“Why did you do that?” Talk (12)

“Did you really do this all by yourself?” Talk (12)

6) Coming to the defense of someone else in the observation is coded (21) Positive Interpersonal.

“Kathy didn’t mean to spill her milk. It was an accident.” (21) Positive Interpersonal

“But you couldn’t help it, he bumped you.” (21) Positive Interpersonal

7) When in doubt between Positive Interpersonal (21) and Self-Disclose (32), code Positive Interpersonal (21).

“I have that problem too; I don’t know what to tell you.” Positive Interpersonal (21)

8) Personalized agreements with a person present will be coded (21), while impersonalized agreements with a person present will be coded Talk (12).

“I agree with you.” Positive Interpersonal (21)

“I agree.” Talk (12)

“You’re right.” Positive Interpersonal (21)

“That’s right.” Talk (12)

9) Positive joint statements of worth will be coded as either Positive Interpersonal (21), or Endearment (31), unless blatantly unrealistic or overexaggerated and then they will be coded Talk (12).

“We’re good at this game.” (21)

“We’re awesome.” (31)

“We’re the best in the entire universe.” (12) (too exaggerated)

**Examples:**

1) “These hamburgers are good.” (Mom made them and she is present) (21)

2) “I like your drawing.” (21)

3) “You’ll do fine on the test tomorrow.” (21)



- 4) "Thanks for your help." (21)
- 5) "Sorry about that." (21)
- 6) "That must have hurt." (The recipient has been hurt) (21)
- 7) (Father is busy with the dishes) Child, "If you'd like, I'll help you with the dishes." (21)
- 8) "Here you go...." (21)
- 9) "I'm sorry I blew it." (21)
- 10) "I care about you." (21)
- 11) "We made a decision. This is cool." (21)
- 12) "Mom, I got a B on my test!" (12)  
    "Great!" (21)
- 13) "You look beautiful today." (21)
- 14) "You got it right!" (21)
- 15) "Are you alright?" (21)
- 16) "Would you like me to do it for you?" (21)

**Nonexamples:**

- 1) "These hamburgers are good." (while eating at a restaurant) (11)
- 2) "Yes, your uncle is the best carpenter I know of." (11) Positive Talk
- 3) "Isn't this great weather we're having?" Positive Talk (11)
- 4) "You're really smart." Endearment (31)
- 5) "I love you." Endearment (31)
- 6) "I'm really sorry for doing that, but you're always irritating me." (23)  
Negative Interpersonal

7) "I'm sorry, but you're a jerk." Verbal Attack (33)

8) "You are beautiful." (31)

9) "You're the only one I really care about." (31)

**22. Tease:** Patently absurd or exaggerated statements, questions, or suggestions are coded 22.

Also includes verbal jokes or humor addressed to self or someone in the observation.

Mimicking others by repeating their words verbatim or imitating someone's voice or manner of speaking. Phrases that describe behaviors coded as Tease are banter, playful pestering, and gentle wit directed at others. Statements coded Tease can be coded with positive, negative, or neutral affect.

**Decision Rules:**

- 1) When in doubt if the subject is teasing or serious, code only the content of his/her behavior.

(Girl) "Mom, I am so fat." Self-Disclose (32)

(Mom) "Oh, I know you are so fat, sure you are". Verbal Attack (33)

- 2) Tease statements directed towards person(s) outside the session will be coded

Talk (12) unless there is a clearly humiliating negative element and then will be coded Negative Talk (13).

"When she (10 year old) puts her makeup on, she looks like she's 87." Negative Talk (13)

"Your boyfriend is as ugly as a toad." Negative Talk (13)

"Your friend looks like he's dressed for a flood." (12) (not clearly humiliating)

3) When the person present is the brunt of teases or jokes which have a clearly humiliating element, code Verbal Attack (33).

“Want to lose ten ugly pounds? Cut off your head.” (33)

**Examples:**

- 1) (in lab task situation, dad says to his child):  
“I’m Keith, how do you do?” (22)
- 2) “You wanna borrow a dollar? Six percent interest!” (22)
- 3) “Let’s test your G.Q. (instead of I.Q.).” (22)
- 4) “From the look of your gear, you’d think we were expecting a flood.” (22)
- 5) “You did so much work today, you made me tired.” (22)
- 6) (Child): “What’s for dinner tonight?” Talk (12)  
(Father): “Dog food.” (22)
- 7) “You’re going to melt unless you turn down the heat.” (22)
- 8) (Mother): “Those are the apples Trudy gave us, and they already had sugar  
And cinnamon, so...” Talk (12)  
(Father): “You mean when they came off the tree?” (22)
- 9) “Listen stranger, this kitchen ain’t big enough for you and me.” (22)
- 10) “You’re as skinny as a beanpole.” (22)
- 11) “I’ll be the heroine in this situation.” Talk (12)  
“You do heroin?” (22)
- 12) “Like it or not, I’m going to increase your allowance!” (22)
- 13) “You little turkey!” (22)

**Nonexamples:**

- 1) “Now that the cookies are done, it’s time for you to go upstairs.” Command (42)

## 2) “What’s the word, nerd?” Verbal Attack (33)

**23. Negative Interpersonal:** Includes verbal expressions of disapproval of a person(s) behavior, appearance, or state or conditions directly related to a person present in the session. Verbal behavior coded (23), like (21) Positive Interpersonal, must be explicit enough so that if the statement were read in context, it would be coded (23) regardless of accompanying affect. Not included in this category are negative self-statements and admissions of failure, as these are coded Self-Disclose (32) or Negative Talk (13). All other complaints that do not relate to a person present are coded (13) Negative Talk. This code does not represent unqualified, personalized attacks, criticisms, or name calling of another person present, as these are coded (33) Verbal Attack. This negative interpersonal code is descriptive of actions, not persons and includes statements of blame and negative emotion regarding someone present in the session.

**Decision Rules:**

- 1) Defensiveness will not automatically be coded as Negative Interpersonal (23) unless the content of the statement agrees with the definition of 23.

“I did not mess that up!” Talk (12)

-vs-

“You always blame me even when I didn’t do anything.” Negative Interpersonal (23)

- 2) Leading questions involving blame of a person present are coded Negative Interpersonal (23). With a leading question, the person answering IS in trouble regardless of what they say.

“You didn’t do as you were told, did you?” (23)

“Why did you lie to me?” (23)

“Why are you getting bad grades in school?” (23)

“Don’t you know better than that?” (23)

3) Personalized disagreements with a person present will be coded (23), while impersonalized disagreement with a person present will be coded Talk (12).

“You’re wrong.” Negative Interpersonal (23)

“That’s wrong.” Talk (12) But if evaluating another’s skill, behavior, etc. .... then code Negative Interpersonal (23).

4) Self-aggrandizement at another person’s expense (who is present in the session), will be coded as Negative Interpersonal (23).

“I can do it a hundred times better than you.” (23)

5) Statements of fact that imply negative judgment/ evaluation, criticism or disapproval of a person present will be coded as (23) Negative Interpersonal.

“You did that wrong.” (23)

“He can do it a lot better than you can.” (23)

6) “You should/shouldn’t have” statements will be considered to be negative evaluations of past performance or behavior, and will be coded (23) Negative Interpersonal.

“You should have been driving more carefully.” (23)

“You shouldn’t say that.” (23)

7) Code all statements at face value as much as possible. In cases where the valence rating is the determining factor between positive and negative, code neutral content and affix appropriate valence.

“Did you skip school yesterday?” Talk (12)

“Did you really do this all by yourself?” Talk (12)

“I forgot.” (13)

“You forgot?” Talk (12)

8) Negative joint statements of worth regarding the other person present will be coded (23) unless blatantly unrealistic or overexaggerated, then code Talk (12).

“We’re horrible at this.” (23)

“We’re going to lose.” (23)

“We’re the worst in the entire world.” (12) (too exaggerated)

9) When in doubt between Negative Interpersonal (23) and Self-Disclose (32), code Negative Interpersonal (23).

“I’m much better at basketball than you are.” Negative Interpersonal (23)

**Examples:**

1) “You flunked your math test, didn’t you?” (23)

2) “You aren’t doing that right.” (23)

3) “You should have tried harder.” (23)

4) “I know you broke that pitcher.” (23)

5) “Who cares?” (23)

6) “You’re spilling on the floor.” (23)

- 7) "You missed it entirely." (23)
- 8) "You stink when you smoke." (23)
- 9) "What do you mean you don't know?" (23)
- 10) "Why did you hit him?" (23)
- 11) "I don't see how you can believe that." (23)
- 12) "I hope you feel bad about it." (23)
- 13) "You never introduce me to your friends." (23)

**Nonexamples:**

- 1) "I lost my keys again." Negative Talk (13)
- 2) "I should have told him where to get off." Negative Talk (13)
- 3) "This place is a mess." Negative Talk (13)
- 4) "You're supposed to stay in here." Talk (12)
- 5) "Ouch!" Negative Talk (13)
- 6) "Damn you!" Verbal Attack (33)
- 7) (Child): "How do you spell Mississippi?" Talk (12)  
(Father): "M I S S I S S I P P I ." Advise (41)
- 8) "You look like you're dressed for a flood." Tease (22)
- 9) "You're being a jerk." Verbal Attack (33)
- 10) "You're acting like a moron." Verbal Attack (33)
- 11) "How could you be so stupid?" Verbal Attack (33)
- 12) "Did you listen to what I said?" (12)

13) "I can't believe you said that." (12)

14) "You would pick this subject." (12)

**31. Endearment:** Endearment refers to personalized and unqualified approval of a person present, or vague statements of unqualified positive emotion toward a person present in the session. It may also include positive name calling which is complimentary in context or pet names and nicknames signifying affection.

**Decision Rules:**

1) When a statement contains both a 21 and 31, code 31.

"Sorry, Buddy." (31)

2) When a statement can be coded either (31) or (32), code (31).

"I love you." (31)

**Examples:**

1) Child, "Mom, I got all A's today on my test!" Self Disclose (32)  
Mother, "You are really smart." (31)

2) "God, you're beautiful!" (31)

3) "I love you." (31)

4) "You're so handsome!" (31)

5) "You're one of the most thoughtful people I know." (31)

6) "You are very brave." (31)

7) "Hello, beautiful." (31)

8) "We really had fun at the party the other night, huh, Bro?" (31)



**Nonexamples:**

- 1) "That was a nice job." Positive Interpersonal (21)
- 2) "You look great in that shirt." Positive Interpersonal (21)
- 3) "That was a smart move on your part." Positive Interpersonal (21)
- 4) "You did that well." Positive Interpersonal (21)
- 5) "That was smart of you." Positive Interpersonal (21)

**32. Self-Disclose:** Self-disclosures are statements that reveal important information about the speaker including family experiences that directly affect the child/person. These can be descriptions that are not always directly observable in the course of day-to-day interactions with others. Self-disclosures do not include exaggerated or blatantly unrealistic statements about oneself either positive or negative as these will be coded Talk (12). Statements are coded self-disclose (32) if they reveal information about oneself in any of the following:

- 1) Traits – enduring personal characteristics  
Definition - A distinguishing, enduring feature of one's personality
- 2) Emotional Feelings  
Definition – An emotional state or susceptibility to emotional response
- 3) Interpersonal Relationship Issues
- 4) Self-evaluations
- 5) Skill/Skill deficits
- 6) Recurring behaviors that could be harmful or helpful to the speaker's social, emotional, or physical development.

7) Likes/Dislikes, excluding preference statements regarding material objects, food, or recreational activities.

8) Family experiences

**Decision Rules:**

1) Likes/Dislikes regarding material objects, food, or recreational activities are coded either Positive Talk (11) or Negative Talk (13).

“I don’t like chocolate.” (13)

“I like to wear jeans.” (11)

“I love pizza.” (11)

“I hated that movie we saw.” (13)

However, likes or dislikes regarding substance abuse/use are coded Self-disclose (32)

“I like to get drunk.” (32)

“I hate pot.” (32)

2) Conjectural statements that imply or reveal enduring qualities of the speaker are coded Self-disclose (32).

“If I took algebra, I’d flunk it.” (32)

“I’ll fall on my ass when we go ice skating.” (32)

“If I met her, I’d be too shy to say anything.” (32)

“I wouldn’t like it if my mom dated as much as yours.” (32)

3) Obvious statements about one’s characteristics that are directly observable are coded Talk (12).

“I’ve got big feet.” (12)

“My feet are too big.” (32)

4) Statements of feelings toward another person present are coded either Positive Interpersonal (21), Negative Interpersonal (23), Endearment (31), or Verbal Attack (33).

“You make me nervous.” (23) Negative Interpersonal

“I like you.” (31) Endearment

“I hate you.” (33) Verbal Attack

“The interviewer makes me nervous.” (32) Self-Disclose

5) Positive joint statements of worth are coded as either Positive Interpersonal (21) or Endearment (31). Negative joint statements are coded either as Negative Interpersonal (23) or Verbal Attack (33). However, if a joint statement (either positive or negative) is blatantly exaggerated, code Talk (12).

“We’re good at basketball.” Positive Interpersonal (21)

“We’re smart.” Endearment (31)

“We’re terrible at math.” Negative Interpersonal (23)

“We’re nerds.” Verbal Attack (33)

6) Unrevealing monologues about the speaker’s activities, regardless of the social quality, are coded Talk (12). (Confessions of an antisocial act are not necessarily coded Self-disclose (32).)

“I took her money when she wasn’t looking.” Talk (12)

“I like to get drunk all the time.” Self-disclose (32)

7) Feelings that describe physical sensations are coded either (11) Positive Talk or (13) Negative Talk unless neither a positive or negative component is present, then code Talk (12).

“I feel cold. I wish I brought my jacket.” (13) Negative Talk

“It’s warm in here.” Talk (12)

8. Self-discloses (32) take priority over (11) Positive Talk and (13) Negative Talk.

Therefore, when a statement can be coded as either a (32) Self-disclose or an (11) Positive Talk, code (32) Self-disclose. Similarly when a statement can be coded as either a (32) Self-disclose or a (13) Negative Talk, code (32) Self-disclose.

"I hate it when my brother acts like that." (13) Negative Talk

"I hate my mom." (32) Self-disclose

"I think Suzy is cute." (11) Positive Talk

"I like my mom." (32) Self-disclose

**Examples:**

**1) Personality Traits**

“I’m mean, I hit back.” (32)

“I’m really not a violent person.” (32)

“I’m shy.” (32)

**2) Feelings**

“I’m afraid of heights.” (32)

“It really bums me out, because she always ignores me.” (32)

“I think I’m in love.” (32)

“I get angry whenever we lose.” (32)

**3) Interpersonal Relationships (for significant relationships)**

“I’ve never been on a date before, I’m not sure what to say.” (32)

“I couldn’t sleep after I broke up with her.” (32)

“I never know what to say when I’m on the phone with her.” (32)

“My teacher hates me.” (32)

“She thinks I’m a nerd.” (32)

“No one likes me.” (32)

**4) Self-evaluations**

“I eat too much.” (32)

“I think I’m too fat.” (32)

“I know I’m ugly.” (32)

**5) Skill/skill deficits**

“I do well in school.” (32)

“I’m confused in school all the time.” (32)

“I would have flunked algebra.” (32)

**6) Recurring behaviors**

“I always get in trouble at school.” (32)

“I never do my homework.” (32)

“I always talk back to my teacher.” (32)

“I help people out whenever I can.” (32)

**7) Likes/dislikes**

“I like to get drunk.” (32)

“I hate being told what to do.” (32)

“I like violence.” (32)

“I don’t like Blacks.” (32)

“I love school.” (32)

“I like to get my sister mad.” (32)

“I don’t like the way I look.” (32)

**8) Family Experiences**

“It bothers me when my Dad comes home drunk.” (32)

“My parents and I are getting along real well now.” (32)

“I’m going to counseling with my parents. We have a problem. You know we argue too much.” (32)

**Nonexamples:**

1) “I like the movie we saw last night.” Positive Talk (11)

2) “My hair is brown.” Talk (12)

3) “My nose is large.” Talk (12)

4) “I smile a lot.” Talk (12)

5) “We’re jokers.” Talk (12)

6) “We’re awesome.” Endearment (31)

7) “I’m perfect, they should make a bronze statue of me!” Tease (22)

8) "I got in trouble at school yesterday." Talk (12)

9) "I lied." Talk (12)

**33. Verbal Attack:** Verbal Attack refers to personalized and unqualified disapproval of a person present or vague statements of unqualified negative emotion toward a person present in the session. Name-calling, threats, and specific humiliation of a person present in the session are coded as Verbal Attack (33).

**Decision Rules:**

1) When a single statement contains both a Verbal Attack and a disapproval, code only the Verbal Attack (33).

"Well, you sure blew it again, stupid." (33)

"Well, you sure blew it again." (23)

2) Threats that do not accompany directives are coded Verbal Attack (33).

"You'll be sorry." (33)

"You better..." statements that aren't coded as directives ( (43) Coerce and (42) Command), can be coded (33) Verbal Attack, (12) Talk, or (41) Advise.

"You better or else." (not potentially observable) Verbal Attack (33)

"Don't do that, or you'll be sorry." (43)

"You better put a Band-Aid on that." (not observable) Advise (41)

3) Where the command statement is meaningless, absurd, impossible to comply with, or simply rhetorical, and where the primary message is humiliating or insulting, code (33) Verbal Attack.

"Drop dead."	"Don't be so dumb."
"Get lost."	"Give me a break."
"Grow up."	"Go jump in the lake."
"Wise up."	"Bug off."
"Get off my back."	"Get a clue."
"Get out of town."	

4) Self-defensive statements are coded 12 (Talk) unless they contain specific positive content or a counterattack.

#1 "You couldn't do it, you're too dumb." (33)

#5 "I'm not dumb!" (12)

-vs-

#5 "I can do it great." (32)

#5 "I'm not dumb, you are." (33)

**Examples:**

- 1) "You asshole." (33)
- 2) "You'll never amount to anything." (33)
- 3) "You always do it wrong." (33)
- 4) "Slob!" (33)
- 5) "I hate you." (33)
- 6) "Krista, don't be so dumb!" (33)
- 7) "You're gonna get it." (33)
- 8) "Go soak your head." (33)
- 9) "I'm going to knock your block off." (33)



**Nonexamples:**

- 1) "You didn't do it right." Negative Interpersonal (23)
- 2) "That's wrong." (in response to factual statement) Talk (12)
- 3) "That jerk at the grocery store gave me the wrong change." Negative Talk (13)

**41. Advise:** Comments that teach a behavior or specific skill. This definition includes giving directions or instructions, explanations of how things work or why things are, answers to questions that teach an individual something they didn't know or facilitate carrying out a task, suggestions on what to do in particular situations, questions or suggestions that serve to lead an individual to make appropriate choices or learn a skill, and statements of one's expectations for another's behavior.

**Decision Rules:**

1) Providing information in response to a question that facilitates carrying out a task will be coded Advise (41). However, the response to the question must be teaching something that a person might not know, or facilitate one's learning in order to be coded Advise (41).

(Child) "Is this an 8?" Talk (12)  
 (Mom) "No, it's a 3." Advise (41)

(Child points to something on a piece of paper) "What is this?" Talk (12)  
 (Mom) "That's the kind of tool you use for gardening." Advise (41)

"Is this a tarp for the sun" Talk (12)  
 "No, it's for laying on." Advise (41)

2) Reading or giving directions or instructions on how to complete a task will be coded Advise (41). This includes reading directions or instructions from a game or recipe.

“Here’s how you play this game. First you roll the dice. Then you...” Advise (41)

“What you do, is take the dough and roll it into little balls.” Advise (41)

“This is how you do it...(demonstrating). You put it there like this.” Advise (41)

(Dad reads some directions aloud) Advise (41) then he says: “So that means you have to figure out which word goes with which picture.” Advise (41)

“No, you don’t do it that way.” Talk (12) “You put the pawns in front.” Advise (41)

3) Explanations of how things work or why things are will be coded Advise (41) unless it can be coded Command (42).

(Mother is just explaining this procedure and not acting it out, so compliance is not observable within the observation)

“Put the comet on the stain and sprinkle it with water. Then let it sit for a few minutes. That lets the bleach work. Then if you scrub it with your sponge, the whole sink will be clean.” Advise (41)

(Parent and child are at the sink and compliance is possible within the session)

“Put the comet on the stain and sprinkle it with water. Then let it sit for a few minutes. Command (42) That lets the bleach work. Then if you scrub it with your sponge, the whole sink will be clean.” Advise (41)

(Child) “Why do you have to go to work everyday Mom?” (12) Talk

(Mom) “Because I have to work to make money so that I can take care of us and buy us food and pay our bills.” (41) Advise

4) Ideas or suggestions for ways to do something or solve a problem including suggestions or ideas for how to deal with a situation, proceed in a task, or solve a problem will be coded Advise (41). Words that might apply include things a person could do, might do, or would be good to do. Comments can be phrased as statements or questions. Statements or suggestions about what not to do are coded Talk (12).

“You could walk away from a fight with your sister.” Advise (41)

“You could not call him names.” Talk (12)

“What if you walked away from a fight?” Advise (41)

“We could let you stay up later if you did a good job on your chore that day.” Advise (41)

“If you got up a half an hour earlier in the morning, you wouldn’t have to rush around so much.” Advise (41)

“How about picking up your dirty laundry off the floor.” Advise (41)

“Don’t be leaving your dirty laundry on the floor.” Talk (12)

“Don’t wait until the last minute to get started on your homework.” Talk (12)

5) Stating one’s expectations for another person’s behavior including what one person wants or thinks another should do (behaviors must not be observable within the session). Comments can include “I want”, “I’d like”, “You ought to”, “You need to”, “You’re supposed to”, or “I wish you would...” Statement of what a person doesn’t want are coded Talk (12).

“I want you to make your bed every day before school.” Advise (41)

“You need to come right home after school.” Advise (41)

“I’d like you to come right home after school.” Advise (41)

“I don’t like it when you come home late.” Negative Interpersonal (23)

“You aren’t supposed to bring people home without permission.” Talk (12)

“I want you to buy me some cereal.” Advise (41)

“I want you to go to the store for me later.” Advise (41)

“I’d like you to go to your dad’s tonight.” Advise (41)

“I wish you would come home on time.” Advise (41)

6) Questions or suggestions that direct another to make appropriate choices or learn a skill are coded Advise (41) if they otherwise fit the definition. Many times these behaviors might fit within the notion of prompting a person for what to do.

(Child) “Is this an 8?” Talk (12) (Mom isn’t being prompted to learn)  
(Mom) “What do you think?” Advise (41)

(Using hand gestures first for up and then down, “If this is up, what is this?”  
Advise (41)

(While working on a puzzle, Mom points to a piece and to a proposed placement)  
“How about putting this piece over there?” Advise (41)

“Why don’t you mark off the ones you’ve already used?” Advise (41)

(Mom points to a word on paper) “What is this word?” Advise (41)  
(Parent holds up one finger and then another and says:) “One and one is how many?” Advise (41)

“Which one do you think it is, this one or that one?” Advise (41)

(Mom) “What is the next one?” Advise (41)  
(Child) “I don’t know.” Talk (12)  
(Mom) “This is the next one.” Advise (41)

(Parent and child are working on paper) “What’s the first thing you’re supposed to do?” Advise (41)

7) Verbal behaviors that assist capability or lead the individual’s task behavior. Statements that sum up a skill building activity or what has already taken place.

(Mom is summing up what the child has already accomplished on a task): “So you know how much he weighed at age twelve, right” So the answer is...” Advise (41)  
(Child shrugs to show he/she doesn’t know)  
(Mom): “The answer is twelve.” Advise (41)

(Mom and child have just had a discussion about how to handle dirty clothes)  
(Mom): "So, the dirty clothes go where?" Advise

**42. Command:** Includes firm directives for behavior change as well as questions or requests for behavior change. To code (42) Command, the desired behavior change must be potentially observable within the context of the observation. An exception is a request for permission, which need not pertain to the immediate time frame.

**Decision Rules:**

1) Do **not** include first time directives that are specified, dictated, or required by the activity, for example, instructional commands during work or directives in a game (e.g., "your turn") are coded Talk (12). When in doubt, however, code Command (42). And, although the statement is clearly dictated by the activity (12), if it is repeated soon after, code the second occurrence a directive.

Father, "It's your turn to roll the dice." (12) Talk  
Child, (does nothing)  
Father, "Roll the dice." (42)

2) The recipient need not be clear to be coded Command (42).

3) "I want" statements that function as directives and where the desired behavior change is potentially observable within the context of the observation are coded Command (42). Otherwise, code Advise (41) or Talk (12).

"I want an ice cream cone, Mom." Command (42)

"I want you to go to the store for me tonight." Advise (41)

4) Code Command for verbal behavior only. Do not code nonverbal or vocal behavior that implies a command (such as pointing).

5) Single-word prompts that function as commands are coded Command (42).

“Dishes, Maria.” (42)

6) Distinguish between those "I want" statements indicating personal preference, those which may require behavior change in the session from another person, and those which state expectations for another's behavior where compliance within the session is not observable.

"I want more juice, Mom." (42)

"I want to do it by myself." (42)

"I want a new bicycle." (12)

"I want you to buy me a bicycle." Advise (41)

7) Where the command statement is meaningless, absurd, threatening, impossible to comply with, or simply rhetorical, and where the primary message is humiliating or insulting, code Verbal Attack (33).

"Drop dead." Verbal Attack (33)

"Go jump in the lake." Verbal Attack (33)

"You just try it and see what happens." (43)

8) "I wish" statements requesting a specific behavior change of the recipient where compliance is potentially observable within the observation are Coded (42) Command, otherwise code Advise (41) or Talk (12).

"I wish you would sit down." (42)

"I wish you would come home on time." Advise (41)

9) Counting as a command follow-up is coded (42) Command

10) Use of a name to get someone's attention will be coded Talk (12)

“Marjorie!” Talk (12)

11) One word follow-up commands such as “Billy!”, “Please!”, or “Now!” are coded Command (42).

12) Code commands to the person(s) being directed, even if other person(s) are referred to in the directive.

“Quit rolling your eyes at your father.” Code this as a (42) Command to the person rolling his/her eyes.

**Examples:**

1) "Pick up your toys now." (42)

2) "Please pick up your toys now." (42)

3) "It's time to put the toys away." (not said to any specific person) (42)  
(recipient: 9)

4) "I want some more juice, Mom." (42)

5) "Shut up." (42)

6) "Look it up in the dictionary." (42)

7) "Tim, you come here this minute." (42)

8) "No peeking at my cards." (42)

9) "Let's get a load of firewood in here, Jim." (42)

10) "Don't talk with food in your mouth." (42)

11) "Stop whining." (42)

12) "Will you hand me the newspaper please?" (42)

13) "Can I go over and pick that up?" (42)

**Nonexamples:**

1) (Reading from a recipe while in work activity) "Next, put in the baking soda." Advise (41)

2) (1st time during a game) "Take another card." Talk (12)

3) "Uh uh uh!" (admonishingly) Vocal (62)

4) "Get lost." (33)

5) "You'd better pay attention." (43)

**43. Coerce:** Threatening directives that express a demand for behavior changes are coded Coerce.

The threat must imply impending physical, emotional or psychological harm for the command to be coded Coerce. It may be that the threat is nonverbal, such as raising a hand in a menacing gesture, but in all cases the initiator must convey intentions of some personal injury, although the exact nature or extent of the injury may be somewhat unclear. Commands that are expressed with a negative affect are not necessarily coded Coerce.

**Decision Rules:**

1) Threats that do not accompany a directive are coded Verbal Attack (33).

"I'm going to slap your face." Verbal Attack (33)

"Talk back to me again and you'll get your face slapped." Coerce (43)

2) Contingencies which threaten loss of privilege without conveying an intention of personal injury are coded Talk (12).

"If your chores aren't done by 6:00, you lose this week's allowance." (12)



3) For “You better” statements, if consequences are stated, the quality of the consequences determines if a Command (42) or Coerce (43) will be coded. If no consequences are stated and there is a demand for behavior change, then the “You better” statement will be automatically coded (43) Coerce.

**Examples:**

- 1) "You empty the trash or I'll spank your butt." (43)
- 2) "If you don't come here I won't love you anymore." (43)
- 3) "Stop hitting your sister or you'll be sorry." (43)
- 4) "You better stop hitting your sister." (43)
- 5) "You'll shut your trap right now if you know what's good for you." (43)
- 6) "You just open that door and see what happens." (43)

**Nonexamples:**

- 1) "If you get poor grades this year you will be grounded for six months."  
Talk (12)
- 2) “You’d better not or you will lose your allowance.” Command (42)
- 3) “You’re really going to get it when your Dad gets home.” Verbal Attack (33)

**51. Agree:** Verbal Acquiescence to a directive, or granting permission in response to a request.

Agree can only follow a directive. Also included are partial agreements with a request or command and statements implying eventual compliance. However, agreements of fact are coded Talk (12).

**Decision Rules:**

- 1) Code verbal responses to directives by their literal content as much as possible.

"Shut the door." Command (42)

"Shut it yourself." Command (42)

"Jason, it's time to take a bath." Command (42)

"Can I do it later?" Command (42)

"Look it up in the dictionary." Command (42)

"I already did." Talk (12)

2) Where "if - then" contingencies or other contingencies are combined with agreement to directives, code (51) Agree.

"Will you get me some orange juice, Mom?" Command (42)

"If you wash your hands first." Agree (51)

"Will you play a game with me?" Command (42)

"Yes, but not right now." Agree (51)

3) It is permissible to code both a refusal and a later agreement to the same directive.

Mother, "Karen, will you get your junk out of here?" Command (42)

Karen, "I don't feel like it." Refuse (53)

Mother, (frowns at Karen) Negative Nonverbal (73)

Karen, "Oh, all right." Agree (51)

4) Positive vocal responses to directives will be coded (51) Agree. Positive or Negative vocal responses to other questions or statements will be coded (62).

"Tom, will you hand me my coat?" (42) Command

"Uh-huh" (51) Agree

"Would you like another piece of candy?" (21) Positive Interpersonal

"Uh-huh" (62) Vocal

### **Examples:**

1) Mother, "Jason, it's time to take a bath." Command (42)

Jason, "O.K." (51)

2) Father, "Stop jumping on the sofa." Command (42)

child, "O.K." (51) (and stops) Comply (01)

**Nonexamples:**

- 1) "Please take out the garbage." Command (42)  
     "Not now, maybe later." Refuse (53)
- 2) Sibling, "Let's go to the park on Saturday." Talk (12)  
     Child, "Okay." Talk (12)

**53. Refuse:** Includes both explicit verbal response and implied verbal response to a directive indicating that one will not comply or grant permission. Partial refusals, or statements implying refusal to a directive, are coded 53. Disagreements with facts are coded Talk (12).

**Decision Rules:**

- 1) Code verbal responses to directives by their literal content as much as possible.

"Take out the garbage." Command (42)  
 "I hate that lousy job." Negative Talk (13)

"Will you help me with my homework?" Command (42)  
 "I can't do everything for you." Negative Interpersonal (23)

- 2) Where contingencies are combined with refusal of directives, just code Refuse (53).

"Will you get me some orange juice, Mom?" Command (42)  
 "Not unless you wash your hands first." (53) Refuse

- 3) It is permissible to code both a refusal and a subsequent agreement to the same directive.
- 4) Provocative verbal responses to directives will be coded 53 with appropriate valence.  
     "You're going to do that homework right now." Command (42)  
     "That's what you think." (53)
- 5) Negative vocal responses to directives will be coded (53) Refuse. Positive or negative vocal responses to other questions or statements will be coded

Vocal (62). For example:

“Will you hand me a cookie?” (42) Command

“Uh-uh” (53) Refuse

“Is it cold outside?” Talk (12)

“Uh-huh.” Vocal (62)

**Examples:**

- 1) "The hell I will." (53)
- 2) "No way." (53)
- 3) Mother, "John, will you please take out the trash?" Command (42)  
Child, "No." (53)
- 4) Child, "Mom, can I go out now?" Command (42)  
Mother, "Not now." (53)
- 5) “Will you play a game with me?” Command (42)  
“Not now, maybe later.” (53)

**Nonexamples:**

- 1) Mother, "John, will you please take out the trash?" Command (42)  
Child, "I just took it out a minute ago." Talk (12)
- 2) Mother, "John, will you please take out the trash?" Command (42)  
Child, "I hate that lousy job." Negative Talk (13)
- 3) Child, "Mom, will you build a train for me?" Command (42)  
Mother, "Oh, Mark, you can do it as well as I can." Talk (12)

**Special Cases/Review: Commands and Command Responses**

**Decision Rules**

- 1) Code directives only where compliance is required. If compliance appears to be optional, code 12 (Talk) or if the statement fits the definition of Advise, code Advise (41).

"Why don't you do your homework now, so you don't have to do it Sunday night?" Command (42)

"Why don't you mind your own business?" Command (42)

"If you adjust your antenna, you'll get a better picture." Advise (41)

"If you would check your answers, you'd get better grades." Advise (41)

2) Code verbal responses to directives by their literal content as much as possible.

"Will you help me with my homework?" Command (42)

"I can't do everything for you." Negative Verbal (23)

"Shut the door." Command (42)

"Shut it yourself." Command (42)

"Look it up in the dictionary." Command (42)

"I already did." Talk (12)

"Take out the garbage." Command (42)

"I hate that lousy job." Negative Talk (13)

"Can I play outside?" Command (42)

"But it's raining cats and dogs." Tease (22)

"Will you help me build a train?" Command (42)

"Oh, Mark, you can build it as well as I can." Talk (12)

"Jason, it's time to take a bath." Command (42)

"Can I do it later?" Command (42)

"You talk nicely to me or else!" Coerce (43)

"Try and make me." Refuse (53)

"Can I help with the cake?" Command (42)

"That's too hard for you to do." Talk (12)

"Mom, can I get the chocolate chips down?" Command (42)

"I don't like you climbing on top of the counters." Negative Interpersonal (23)

"Dad, I want to ride my bike by myself." Command (42)

"The traffic is awfully heavy right now." Talk (12)

3) Distinguish between those "I want" statements indicating personal preference and those that may require behavior change from another person.

"I want more juice, Mom." Command (42)

"I want to do it by myself." Command (42)

"I want a new bicycle." Talk (12)

"I want to play in my room." Talk (12)

4) Where the command statement is meaningless, absurd, impossible to comply with, or simply rhetorical, and where the primary message is humiliating or insulting, code 33 (Verbal attack).

"Drop dead."

"Don't be so dumb."

"Get lost."

"Grow up."

"Give me a break."

"Wise up."

"Go jump in the lake."

"Bug off."

5) Even if the behavior requested is stated in an ambiguous manner, code Command (42).

"Hold still while I get this braid finished." Command (42)

"Be quiet." Command (42)

"Hush while I'm on the phone." Command (42)

"Why don't you straighten up?" Command (42)

"Help Julie find her ball." Command (42)

"You have to taste it at least." Command (42)

"You'll shut your trap right now if you know what's good for you." Coerce (43)

"You come here this minute, or else." Coerce (43)

"Shut up." Command (42)

"Apologize to your mother." Command (42)

"Don't be so loud, okay?" Command (42)

"I want you to play with your little sister." Command (42)

"Cool it while I'm on the phone." Command (42)

"Tone it down." Command (42)

"Stop teasing your sister." Command (42)

6) If "never mind" is a simple cancellation of a command, code Talk (12). If compliance is already in progress and stopping requires a change of behavior, code "never mind" as a directive.

"Tom, get started on the dishes." Command (42)

(Tom gets up and starts collecting dishes from the table.) Comply (01)

"Oh, never mind, I forgot it's Susan's turn tonight." Command (42)

- vs. -

"Tom, get started on the dishes." Command (42)

"Oh, never mind, we're out of soap." Talk (12)

7) Where "if - then" contingencies are combined with agreement or refusal of directives, code Refuse (53) or Agree (51).

"Will you get me some orange juice, Mom?" Command (42)

"If you wash your hands first." Agree (51)

- or -

"Not unless you wash your hands first." Refuse (53)

"Set the table, Julie." Command (42)

"I'll set the table if you let me watch TV." Agree (51)

"Will you play a game with me?" Command (42)

"Not now, maybe later." Refuse (53)

- or -

"Maybe." Talk (12)

"Can I put on the frosting." Command (42)

"When it's time." Agree (51)

8) It is permissible to code both a refusal and an agreement to the same directive.

"Karen, will you do my dishes?" Command (42)

"Heck no, I did them last night." Refuse (53)

"I'll trade you. I'll do them Friday and Saturday night." Talk (12)

"Oh, O.K." Agree (51)

9) Code directives toward pets as 12 (Talk).

10) "I told you..." as Command follow-up: Code 42; otherwise code Negative Interpersonal (23).

"Janie, tie your shoe laces before you trip over them." Command (42)  
(Janie trips and falls, crying).

"I told you to tie your laces!" Negative Verbal (23)

"Mark, turn down the radio." Command (42)  
(Mark continues reading.)

"Mark, I told you to turn down the radio!" Command (42)

11) "Let's" statements will be coded as Commands (42), unless stated as options.

"Let's get that homework done now, John." Command (42)

"Let's play Monopoly." Command (42)

"Let's pick up the toys." Command (42)

"Let's either play cards, bathe the dog, or go outside." Talk (12)

**62. Vocal:** Any audible vocal expressions, including laughter, sobbing, or neutral vocal expressions of acknowledgement.



**Decision Rules:**

- 1) The positive, negative, or neutral nature of the vocalization will be expressed with valence.
- 2) When behaviors are simultaneous, verbal and physical codes take precedence over vocal.
- 3) Positive or negative vocal responses to **directives** will be coded 51 (Agree) or 53 (Refuse). Positive or negative vocal responses to other questions, or statements will be coded 62.

Mother, "Tom, will you get Marjorie's coat down for her?" Command (42)  
Tom, "Uh-huh." (Gets coat.) Agree, Comply (51, 01)

Mother, "Tom, would you like another helping of potatoes?" Positive Interpersonal (21)  
Tom, "Uh-huh." Vocal (62)

**Examples:**

- 1) Laughter
- 2) Humming
- 3) Whistling
- 4) Facilitative "uh-huh"
- 5) Crying
- 6) Nonverbal whining
- 7) Mother, "I think these apples are better for cookies because they're tart." Talk (12)  
    Father, "Uh-huh." Vocal (62)
- 8) Sighing

**Nonexamples:** 1) Singing (using words) Talk (12)

2) "Shh!" Command (42)

3) "Ouch!" Negative Talk (13)

**71. Positive Nonverbal:** Any nonverbal and nonvocal behavior indicating acceptance, approval, agreement, or affirmation of another person or behavior, including positive facial expressions or hand gestures. Handing or offering objects or food to another person is coded 71, when there is very little or no physical contact between interactants. Nonverbal agreement with a request or directive is coded 71.

**Decision Rules:**

1) If behaviors are simultaneous, verbal, physical and vocal codes take precedence over nonverbal. In this situation, nonverbal gestures are represented in the coded valence.

(Smiling) "You little jerk." 33 (Verbal Attack, valence 1)

2) Nonverbal agreement with a request or directive is coded 71.

"Dad, can you get this down for me?" Command (42)

(Nods) Positive Nonverbal (71)

**Examples:**

1) Smiles

2) Winks

3) Thumbs up sign

4) Okay signal

5) Child, "Dad, will you help me?" Command (42)

Father, (looks at child and nods) Positive nonverbal (71)

**Nonexamples:**

- 1) Child, "Dad, did you really grow up in Hong Kong?" Talk (12)  
Father, (nods) Neutral Nonverbal (72)
- 2) Mother, "Will you set the table?" Command (42)  
Child, "Okay." (and nods) Agree (51) only (verbal takes precedence over nonverbal).
- 3) Father, (laughs and winks at mother) Vocal (62)

**72. Neutral Nonverbal:** Nonverbal and nonvocal acknowledgement of another's behavior, including head movement, hand gestures or facial expression. Neutral nonverbal is coded for nonverbal and nonphysical behaviors that are interactive and not accompanied by verbal or physical behavior. Receiving food or objects from another is coded 72.

**Decision Rules:**

- 1) Vocal acknowledgment such as "uh huhs" are coded 62.

**Examples:**

- 1) Mother, "Did you go out to lunch today?" Talk (12)  
Father, (nod his head yes while reading the paper) Neutral Nonverbal (72)
- 2) Child, "Mom, do you know where my homework is?" Talk (12)  
Mother, (shrugs her shoulders) Neutral Nonverbal (72)
- 3) Mother, "That kid is going to drive me nuts!" Negative Interpersonal (23)  
Father, (nods and smiles) Neutral Nonverbal (72)

**Nonexamples:** 1) Father, "Are you going to the game Friday night?" Talk (12)  
Child, "uh-uh" (and shakes his head). Vocal (62) only (vocal takes precedence over nonverbal)

**73. Negative Nonverbal:** Nonverbal gestures that are threatening, belittling, or any derogatory facial expressions or hand gestures. Taking an object (e.g. pencil) or food away from another's

possession when there is little or no physical contact is coded 73. Nonverbal refusals of a request or directive are coded 73.

**Decision Rules:**

- 1) Verbal, physical and vocal codes take precedence over nonverbal. Negative gestures accompanying vocal, verbal or physical behaviors are represented in the valence.
- 2) Accidental spillage is coded 73 with 0 to indicate the recipient is an object.

**Examples:**

- 1) Shaking a finger or fist
- 2) Interactive frowning, grimacing or scowling
- 3) Stomping
- 4) Shaking head "no" following a request
- 5) Mother, "Isn't this just delicious?" (While eating at a restaurant) Positive Talk (11)  
Child, (pinches nose and smiles) Negative Nonverbal (73) valence 1

**Nonexamples:**

Mother, "Come eat dinner now." Command (42)  
Child, "I don't want to." (and shakes his head) Refuse (53) (verbal takes precedence over nonverbal)

**83. Physical Aggression:** Any low-grade aversive physical contact, including light hitting, pinching, slapping, ear flicking, grabbing another's hand, destructiveness to objects, or cruelty to animals. Physical Aggression is differentiated from Touch by the inherent aversiveness of the physical behavior, not necessarily by the recipient's response nor the initiator's valence. Physical Aggression describes aversive physical contact that is delivered with very little force.

**Decision Rules:**

- 1) When in doubt between Touch (91) and Physical Aggression (83), code 83.
- 2) When in doubt between Physical Aggression (83) and Physical Attack (93), code 93.

**Examples:** The following behaviors delivered with very little force:

- 1) Light hitting
- 2) Pinching
- 3) Shoving
- 4) Light kicking
- 5) Light spanking
- 6) Light punching
- 7) Spitting
- 8) Light hitting with an object
- 9) Target snaps towel at sister

**Nonexamples:**

- 1) Father tweaks daughter's nose. Touch (91)
- 2) Mother holds child's wrists to prevent him from hitting. Physical Interact (92)
- 3) One sibling hits another's leg with enough force to produce a loud slapping sound. Physical Attack (93)

**91. Touch/Hold:** Describes physical behavior that involves affectionate/positive contact between two people. This behavior can be brief or casual positive physical contact such as a brief tap, pat, or tickle, or can involve extended physical contact such as hugging, sitting with an arm around another person, or holding a child on lap. This category is used for positive physical contact.

**Examples:**

- 1) Tickling
- 2) Casual touch during play or work
- 3) Patting
- 4) Musing hair
- 5) Holding a child in arms (e.g., nursing)
- 6) Dad lightly pinches child's cheeks
- 7) High 5's
- 8) Child sits on couch to look at book with Mom, leaning against her
- 9) Hugs
- 10) Kisses
- 11) Massaging
- 12) Sitting on someone's lap
- 13) Holding hands
- 14) Putting medicine on someone's hand
- 15) Petting animals

**Nonexamples:**

- 1) Father gently pulls two children apart and embraces one to prevent fighting. Physical Interact (92).
- 2) Sister accidentally steps on TC's foot. Physical Aggression (83)
- 3) Mom playfully bites child's finger. Physical Aggression (83)
- 4) Dad lifts sister up so she can touch the ceiling. Physical Interact (92)

**92. Physical Interact:** Physical Interact represents any directive physical contact which is inherently neutral or nonaversive such as in holding a child back as in restraint, guiding an individual to a location, or taking a child's hand to help in feeding is coded 92. Includes physical interaction such as arm wrestling, wrestling, or other pronounced physical play. Self-grooming or grooming another will be coded 92. The recipient of a 92 is only coded 92 when he/she is actively reciprocating with directive physical behavior.

**Examples:**

- 1) Physically guiding a child to his chair
- 2) Physical restraint of another from action
- 3) Pinning a sibling to the floor
- 4) Sitting on top of someone as in wrestling
- 5) Combing child's hair

**Nonexamples:**

- 1) Holding a sleeping or resting child in arms. Hold (91)
- 2) Pulling child away by the ear. Physical Aggressive (83)
- 3) Father walks up behind mother, puts arms around her and talks as she washes dishes. Touch /Hold (91), appropriate verbal code.

**93. Physical Attack:** Any aversive physical contact described as delivered with moderate to severe force. Aversive physical contact such as moderate to hard kicking, punching, slapping or hitting with an object, and destruction of objects are examples. Physical Attack is differentiated from Physical Aggressive (83) in the amount of force used in the aversive physical contact.

**Decision Rule:**

- 1) Physical Attack (93) takes precedence over Physical Aggression (83) when both occur approximately at the same time.
- 2) When in doubt between Physical Aggression (83) and Physical Attack (93), code 93.

**Examples:**

- 1) Moderate to hard spanking
- 2) Moderate to hard hitting
- 3) Hitting with an object
- 4) Moderate to hard kicking
- 5) Kicking a pet
- 6) Hard jumping on a piece of furniture
- 7) (Child slings pebble at another using slingshot or peashooter.)
- 8) (Child tears up sister's paper dolls.)

**Nonexamples:**

- 1) Father and target are involved in horseplay which seems rough and over-intense; child is becoming very upset. Physical Interact (92), with appropriate valence.
- 2) Mother lightly swats child's bottom. Physical Aggressive (83)

**01. Comply:** The act of clearly obeying another's request or command. Compliance is double coded with actual compliant response, where compliance is entered first and then followed by the complying behavior. If the coded activity describes the compliant behavior, simply record the compliance (01).



**Decision Rules:**

1) When compliance is unclear do not code.

“Susan, stir a little more carefully, honey.” (42) Command & (31) Endearment

“I’ll try.” (51) Agree

(Susan continues stirring, but no discernible difference in behavior) No compliance code

“Karen, I want these cards picked up before the observation is over.” (42)

Command

(No compliance or Noncompliance code would be entered, unless there was an immediate move toward compliance).

2) Only one compliance behavior (either comply or noncomply) may be entered in

response to each directive; however, it is permissible to code both a refusal and a later agreement to the same directive.

“Karen, will you do my dishes?” Command (42)

“Heck no, I did them last night.” Refuse (53)

“I’ll trade you. I’ll do them Friday and Saturday night.” Talk (12)

“Oh, O.K.” Agree (51)

“Brian, put your muddy boots outside.” Command (42)

(Brian continues playing cards with his sister) Noncomply (03)

(When game is over, Brian puts boots outside) No code

“Brian, let’s get the table cleared.” Command (42)

(Brian gets up, starts by taking a few dishes into the kitchen). Comply (01)

(In the kitchen, Brian gets into horseplay with Dad, stops clearing the table) No Compliance code.

**Examples:**

1) “John, put your toys away and get out the Monopoly game.” Command (42)

(Puts his toys away) (01)

2) “John, will you please put your toys away?” Command (42)

“Okay.” Agree (51) (Puts his toys away) Comply (01)

- 3) "Tell me about you day." Command (42)  
 "Well, I played outside...." Comply (01) Talk (12)

**03. Noncomply:** Any act of clearly disobeying another's request or command.

Noncompliance is also double coded with actual noncompliant response, where noncompliance is entered first and then followed by the noncomplying behavior.

**Decision Rules:**

- 1) When compliance or noncompliance is unclear, do not code.

(Children are quietly playing a game and laughing)  
 (Father): "You guys settle down." Command (42)  
 (Children continue playing as before) Nothing coded

- 2) Only one compliance behavior (either comply or noncomply) may be entered in response to each directive; however, it is permissible to code both a refusal and a later agreement to the same directive.

"Karen, will you do my dishes?" Command (42)  
 "Heck no, I did them last night." Refuse (53)  
 "I'll trade you. I'll do them Friday and Saturday night." Talk (12)  
 "Oh, O.K." Agree (51)

"Brian, put your muddy boots outside." Command (42)  
 (Brian continues playing cards with his sister) Noncomply (03)  
 (When game is over, Brian puts boots outside) No code

"Brian, let's get the table cleared." Command (42)  
 (Brian gets up, starts by taking a few dishes into the kitchen) Comply (01)  
 (In the kitchen, Brian gets into horseplay with Dad, stops clearing table) No Compliance Code

## VI. Withdrawal Qualifier

**Description and Definition:** Withdrawal is a combination of behaviors that, in sum, signify a lack of engagement with or attention to ongoing interaction. No one behavior constitutes withdrawal; rather, it is a state of being comprised of a number of verbal, non-verbal, and/or affective

indicators. The qualifier dichotomizes a person's behavior into withdrawal and not- withdrawal in relation to what is going on about him/her. The use of the qualifier is independent of content codes. However, certain verbal, nonverbal, and affective behaviors, as well as body movement and positioning, can be taken as indicators of the withdrawal state. The challenge in reliably capturing withdrawal comes from peoples' diverse expressions of it. Consider the following descriptions of people in withdrawal:

After her partner makes an accusatory statement, the subject swivels her chair away from her partner, crosses her arms in front of her, and ignores several direct questions.

-vs-

The couple is discussing the lack of money. She is saying he needs to get a job. He leans away from her but continues to have eye contact, smiling and saying nothing. She talks calmly and on task. He starts folding and unfolding a piece of paper, occasionally responding in monosyllables and looking at her part of the time.

The person in the first example shuts herself off completely and obviously. The second person

is making intermittent eye contact and mumbling words after repeated prompts from his partner, but we would not consider him involved or engaged with his partner.

**A person is considered in a state of Withdrawal if they exhibit some combination of the following indicators:**

1) Closed-off body language – folded arms, downcast head, hunched over, body or head turned away from partner, moving away from partner.

2) Failure to respond, verbally and non-verbally, to the partner when a response is called for.

3) Nonverbal indications person is not listening or paying attention to partner – no eye contact, 'glazed' eye contact, looking away from speaker, humming to self (62), fiddling with an object or part of the body.

4) A flat tone of voice and/or muttering.

5) Statements such as 'I'm not listening to this anymore!', 'I give up', or 'What's the use' can verify withdrawal if above indicators seem ambiguous.

**Decision Rules:**

1) In couples' videotapes, toggle switch # 1 will be used for identifying the male partner as withdrawn, switch # 5 will identify the female partner as withdrawn, and switch # 6 identifies both partners in a state of withdrawal. The ON position indicates withdrawal and the OFF position indicates not withdrawal.

2) Only one toggle at a time can be in the ON position. If the male partner's toggle is ON and then the female partner becomes withdrawn, his toggle(#1) is turned OFF and their toggle(#6) is turned ON.

3) It can happen that a person is exhibiting withdrawal behaviors as listed above and, at the same time, is doing some other behavior(s) indicating engagement with the current situation. S/he should not be qualified as withdrawn. Example: Her body language is closed off, she is not looking at her partner, but she is talking with hostile affect about his lack of parenting skills.

4) After recognizing the state of withdrawal is occurring, allow 3 seconds to elapse before moving the toggle to the ON position. Move the toggle back to the OFF position as soon as the person appears to no longer be in a state of withdrawal.

5) If in doubt, flip the switch to withdrawal.

**Descriptors:**

Uncommunicative, sullen, closed up, unresponsive, resistant, tuned out, inattentive

**Examples:**

- 1) Partner, who was sitting on the edge of chair in heated conversation, suddenly sits back saying 'Why bother trying to make you understand'. (looks away from partner)
- 2) One partner says to other 'What do you have to say about it?' and the other gazes at him/her, saying nothing.
- 3) Partner turns away, breaking eye contact and saying nothing.
- 4) Partner is making eye contact, but makes no movements and exhibits no facial expression or verbal behaviors.
- 5) One partner is talking, while other one picks up a magazine and starts reading an article.
- 6) After she says they need to discuss his drinking problem, her partner leans back in chair, pushing baseball cap over his eyes.

**VII. Affect**

Affect codes describe the ongoing nonverbal and emotional displays of the subject. There are six affect codes designed to measure several distinct types of emotional displays: 1. Happy, 2. Caring, 3. Neutral, 4. Distress, 5. Aversive, 6. Sad. Affect is the last code recorded in the five-digit code sequence.

**General Guidelines for Observing Affect:**

When looking for the target's display of affect, pay particular attention to three things: facial expressions, voice tone, and body language. Depending on the setting, emphasize different aspects of the displayed affect. For example, in the home it is sometimes very difficult to see detailed facial expression, but the tone of voice is often very explicit. On the other hand, people

tend to keep their tone of voice controlled in a lab task but high quality video recordings make facial expressions visible.

In ALL judgment of affect, do not rely upon only one cue such as raised eyebrows; rather, rely upon the combination of all affect cues to determine what a person's displayed emotion is. For example, in the case where one person is closing his/her eyes while communicating it is important to note other elements of that person's nonverbal and emotional behavior. If the subject also rubs his/her eyes, sounds weary, and has a body posture indicative of fatigue, then make the judgment that he/she is tired rather than fearful, sad, irritated or avoiding interaction.

When there is an inconsistency between voice, body language, and facial expression, voice takes precedence in all cases except for Affect 3, neutral. In a situation where Affect 3 is mixed with other affect, code the other affect.

In the few cases where the affect seems to fall evenly between two categories, code your first instinct.

After entering a 5 digit content code (initiator, content, recipient, affect), it is possible the valence will change but the content code will remain the same. In these cases enter another code with the same first four digits (initiator, content, recipient), but change the affect accordingly. For example, if mom makes a speech to the target child beginning in a neutral valence and escalating to an angry valence and the content remains Talk (12), code "31213" then "31215".

When a person is imitating another, such as when relating a story, still code the appropriate affect. Also, code the appropriate affect during fantasy play, even when puppets are used.

#### AFFECT 1: HAPPY

Code Affect 1 when the person is displaying happiness, either through his/her facial expression (e.g., smiling), tone of voice (e.g., high pitch, fast pace), or body language (e.g., jumping up and down in excitement). Irony that is light-hearted in nature (i.e., that is not hurtful to another person) will also be coded Affect 1.

Words that describe Affect 1 include:

Amiable	Exuberant	Overjoyed
Amused	Funny	Playful
Animated	Giddy	Pleased
Buoyant	Glad	Rejoicing
Bursting with laughter	Happy	Silly
Delighted	Hilarious	Thrilled
Enthusiastic	Jocular	Up
Excite	Light-hearted	

Cues to LISTEN and WATCH FOR in coding Affect 1 include:

1. High pitched, excited, or singsong voice.
2. Talking that is faster or louder than usual.
3. Laughter and giggling.
4. Smiling.
5. Exaggerated, expansive, or animated expressions and/or gestures.

#### AFFECT 2: CARING

Code Affect 2 when the subject is conveying warmth, affection, supportiveness, concern and interest for another. It may be coded when the subject is talking or acting in a soothing or

empathetic manner as well as when the subject is showing that he/she cares about or feels endearment for the recipient. Teasing that IS of an affectionate nature would be coded Affect 2.

Words that describe Affect 2 include:

Admiring	Cordial	Proud
Adoring	Empathetic	Reassuring
Affectionate	Encouraging	Responsive
Appreciative	Endearing	Supportive
Approving	Gracious	Tender
Caring	Interested	Urging
Comforting	Loving	Warm
Concerned	Pleasurable	

Cues to LISTEN and WATCH FOR in coding Affect 2 include:

1. Soft, warm, and/or soothing voice tone. Sometimes somewhat enthusiastic or excited, e.g. when in response to what another is saying, indicating interest.
2. Facial expressions of sympathy, understanding, encouragement, including warm, affectionate smiles or gazes.

### AFFECT 3: NEUTRAL

Code Affect 3 whenever the person's affect is neutral. Affect 3 has an even-tempered quality. Matter of fact conversation is coded as Affect 3. In situations where the person's behavior contains a mixture of Affect 3 and any other affect category, **code the other affect category**. This is because Affect 3 is a category that provides relatively meager information about the interaction. Sometimes the person's voice will fluctuate slightly within the neutral range. It may seem as though the person almost moves out of the Affect 3 range, but never with enough strength to call it another affect code. In these cases, code Affect 3. When, however, Affect 3 voice tone changes to another affect, or combined with other affect cues with enough strength to identify another affect category, code the other affect category.



Words that describe Affect 3 include:

Bland	Matter-of-fact
Businesslike	Monotone
Calm	Neutral tone
Even-tempered	Reasonable
Flat	

Cues to LISTEN and WATCH FOR when coding Affect 3 include:

1. Pleasant, but not excited, soothing, or caring tone of voice.
2. Flat, even, or monotone voice quality, but no trace of dejection, sternness, or sullenness.
3. Neutral facial expression (e.g., not smiling, not frowning, not sulking, not warm or excited.)

#### AFFECT 4: DISTRESS

Code Affect 4 when the subject displays nervousness, fear, embarrassment, anxiety, worry, sustained shock (e.g., the person's mouth is open and the eyes are wide or staring), or concern. Affect 4 is also coded when a person speaks in a whiny, "poor me" tone of voice. Although whining is more common among children (especially 2-8 years old) than adults, adults can also have a whining affect while speaking. Affect 4 is also used to code expressions of physical pain.

Words that describe Affect 4 include:

Afraid	Grimacing	Shocked
Agitated	Hysterical	Startled
Anxious	Long suffering	Surprise (negative)
Concerned	Martyred	Tense
Embarrassed	Nasal	Whining
Fearful	Nervous	Worried
Frustrated	"Poor me"	

Clues to LISTEN and WATCH FOR when coding Affect 4 include:

1. Elevated voice tone, especially accompanied by rapid speech.
2. Stuttering or difficulty in speaking.

3. A voice tone that quavers or fluctuates rapidly.
4. Screaming or whimpering.
5. High-pitched nasal, “singsong” voice tone.
6. Moaning or groaning to indicate pain.
7. Cowering or flight behaviors.
8. Tense or rigid body postures
9. Rapid, repetitive body movements (e.g., wringing hands, jiggling foot).
10. Raised eyebrows, especially with the inside corners turned up.
11. Trembling hands, lips, or mouth.
12. Facial expressions of pain, grimacing, or wincing.
13. Holding a body part (back or hand) to indicate pain.

#### AFFECT 5: AVERSIVE

Affect 5 is coded when the subject displays anger, displeasure, hostility, or harsh/cold detachment. It is also coded when the subject ridicules, mocks, or is sarcastic to another person. Light-hearted irony (often used when making jokes) that is clearly delivered with happy or caring affect should not be coded Affect 5. It is worth noting that while the intensity level of Affect 5 ranges from fairly mild (stern) to intense furious), all intensity levels could still be classified as aversive.

Words that describe Affect 5 include:

Abusive	Disapproving	Menacing
Aggravated	Disgusted	Mocking
Angry	Displeased	Perturbed
Annoyed	Disrespectful	Provoking
Argumentative	Enraged	Querulous
Belligerent	Furious	Rejecting
Callous	Hard	Rude
Cold	Harsh	Sarcastic
Contemptuous	Inflamed	Stern
Cross	Irritated	Unkind

Cues to LISTEN and WATCH FOR when coding Affect 5 include:

1. Loud, “gruff”, or hostile voice tone.
2. Yelling or screaming.

3. Sarcastic voice tone.
4. Forceful or threatening gestures (e.g., threatening with a fist or a raised hand.)
5. Clenched jaw or teeth.
6. Blank, callous stares (e.g., narrowed eyes and pursed lips).
7. Non-verbal behavior such as sneering, rolling eyes upward.

#### AFFECT 6: SAD

Code Affect 6 when the person's affect communicates sadness, dysphoria, despondence, or depression. Persons who communicate sad affect may simply appear detached from the ongoing activity (e.g., they may seem apathetic or withdrawn), or they may show more overt signs of sadness or distress such as speaking in a low, slow tone, sighing, becoming tearful, and verbally expressing their sadness.

Words that describe Affect 6 include:

Apathetic	Dismal	Morose
Blue	Downhearted	Resigned
Defeated	Downtrodden	Sad
Dejected	Dragged out	Somber
Depressed	Gloomy	Sulky
Despondent	Glum	Sullen
Discouraged	Melancholy	Tearful

Cues to LISTEN and WATCH FOR in coding Affect 6:

1. Slow pace of speech.
2. Low, monotone voice.
3. Pouting.
4. Frowning (not disapproving of another's actions).
5. Heavy sighing.
6. Social withdrawal.
7. Low activity rate.
8. Appear to be extremely tired or listless.

## APPENDIX 1

### Coding Procedures/Guidelines-- Couples Tapes

#### General Information

Couples Grant, Wave Y (OYS Waves 12, 13, 14) Taped lab tasks of OYS subject and his female partner

#### TRIALS

1) Couples tapes consist of either 6 or 7 trials depending on whether either partner has a child. Trial 7 is a discussion of discipline of the child(ren) if applicable.

2) The trial names and lengths are as follows:

For Waves 12, 13, 14 Cohorts 1 & 2:

Trial 1 = Airplane Situation	= 5 minutes
Trial 2 = Planning a Party	= 5 minutes
Trial 3 = TC's Issue	= 7 minutes
Trial 4 = Peer's Issue	= 7 minutes
Trial 5 = TC's goal	= 5 minutes
Trial 6 = Peer's goal	= 5 minutes
Trial 7 = Discipline of Children (if applicable)	= 5 minutes

(It sometimes happens that the either the TC or Partner has a child(ren) and they discuss discipline issues in either Trial 3 or 4, in that case there is no trial 7).

3) The focus of each trial is 9.

#### RELIABILITY INFORMATION

1) There is a 15% reliability check and those are selected randomly.

2) The Reliability Standards are as follows:

Content %:	75%
Content Kappa:	.65
Affect %:	75%
Affect Kappa:	.65*

\*Affect kappa to be disregarded if: (1) affect percentage agreement is 90% or higher, or (2) 80%

or more affect codes are in one category.

## FILE NAMING CONVENTIONS

1) Session numbers for the Couples tapes are as follows:

Wave 12 Cohorts 1 & 2: Y1  
Wave 13 Cohorts 1 & 2: Y2  
Wave 14 Cohorts 1 & 2: Y3

(The Y means time 2 of oys boy bringing in a partner for the female peer task. It also means Waves 12, 13, & 14 Combined). The number next to the Y increases with each Wave, so Wave 12 is Y1, Wave 13 is Y2, Wave 14 is Y3, etc....

2) For this FPP Code, the following file extensions will be used:

obs files = .f2o  
cal files = .f2c  
rel files = .f2r

## ACTIVITY CODING

1) For Activity toggle, we will use Withdrawal as defined in the manual.

## MISCELLANEOUS CODING CONVENTIONS/INFORMATION

1) Code 99999 when a pause occurs in the interaction (two seconds after the cessation of an interactive behavior).

2) Code 55555 when the focus cannot be seen and heard, and no interaction is taking place.

3) Code 00000 when either person leave the room, answers the door, phone, etc....and resume coding when the interaction has resumed.

4) When sound quality is poor and one cannot hear what is being said, code 12's and note down what percentage of the tape or trial was poor. Also, if a person has their face covered by a hat, hair, etc....and one cannot see facial expressions, code affect according to voice tone.

5) A coder can only code a family once, even if several years have gone by.

## APPENDIX 2

### Coding Procedures/Guidelines--MAPS CAF Tapes

#### GENERAL INFORMATION

The MAPS CAF tapes (Center Assessment- Family) are the center assessment lab task tapes of the family. They consist of a Mother, Step-dad and TC.

#### TRIALS

1) There are 7 trials in these tapes as outlined below. There are two different versions to the tapes, as we wanted the order of the trials to be varied.

##### Version 1:

Trial 1 = Refreshments	-(mom, step-dad and child present)	= 5 minutes
Trial 2 = Problem Solving 1: Mom issue	-(mom and child only present)	= 7 minutes
Trial 3 = Problem Solving 2: Child issue	-(mom, step-dad and child present)	= 7 minutes
Trial 4 = Cooperation/Play Task	-(mom, step-dad and child present)	= 5 minutes
Trial 5 = Problem Solving 3: Couple Issue	-(mom, step-dad and child present)	= 7 minutes
Trial 6 = Problem Solving 4: Step-dad Issue	-(stepped and child only present)	= 7 minutes
Trial 7 = School Teaching Task	-(mom and child only present)	= 10 minutes

##### Version 2:

Trial 1 = Refreshments	-(mom, step-dad and child present)	= 5 minutes
Trial 2 = Problem Solving 3: Couple Issue	-(mom, step-dad and child present)	= 7 minutes
Trial 3 = Problem Solving 2: Child Issue	-(mom, step-dad and child present)	= 7 minutes
Trial 4 = Cooperation/Play Task	-(mom, step-dad and child present)	= 5 minutes
Trial 5 = Problem Solving 4: Step-dad Issue	-(stepped and child only present)	= 7 minutes
Trial 6 = Problem Solving 1: Mom Issue	-(mom and child only present)	= 7 minutes
Trial 7 = School Teaching Task	-(mom and child only present)	= 10 minutes

\*\*\* If the time of any trial is over what it is supposed to be, the coder will continue coding until the interviewer come in and ends that trial.

2) The focus number used for each trial will be 9. All persons in the session will be coded.

## RELIABILITY INFORMATION

1) There will be a 15% reliability check. The reliabilities will be randomly selected.

### **The reliability standards will be as follows:**

Content %: 75% agreement  
 Content Kappa: .65  
 Affect %: 75% agreement  
 Affect Kappa: .65\*

\*Affect kappa to be disregarded if: (1) affect percent agreement is 90% or higher, or  
 (2) 80% or more affect codes are in one category.

## FILE NAMING CONVENTIONS

1) The session numbers used consisted of a two-digit number made up of Wave and Cohort (e.g. Wave 1 Cohort 4 would be session #14).

2) For this FPP code, the file extensions will be as follows:

obs files = .f2o  
 cal files = .f2c  
 rel files = .f2r

## ACTIVITY CODING

We will use the following codes for Activity:

**Refreshment Trial:** No activity code--leave a 0 in the window on the PDT

**Issue Trials:** Code 5 for “on task” and 6 for “off task”. For this activity, “on task” includes all conversation relative to resolving the issue selected. This includes discussion of what the problem is (problem definition), proposed solutions, discussion of the proposed solutions, fine-tuning solutions, brainstorming, etc. Any conversation centered around the problem selected is “on task”. If the family moves onto a different issue/problem and is attempting to problem solve that, then still code 5 for “on task”.

**Cooperation/Play Task trial:** Code 1 for child, mom and step-dad doing activity all together  
 Code 2 for mom and child only doing activity together  
 Code 3 for step-dad and child only doing activity together

Code 4 for child only doing activity  
 Code 5 for mom and step-dad only doing activity  
 Toggle # 6 will not be used for these tapes

**School Teaching Task trial:** Code 3 for child only on task  
 Code 4 for mother only on task  
 Code 5 for child and mother on task  
 Code 6 for mother and child off task

\*\*\*The activity toggles will only be changed after an activity has been happening for at least 30 seconds.

<b>MISCELLANEOUS CODING CONVENTIONS/INFORMATION</b>
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**1) Coder Exposure:**

Coders who coded the families' baseline home observation will not code the families' baseline CAF tape. A coder who coded a family's baseline CAF tape can code the same family at termination home observations. The baseline home obs coders can code the termination CAF tapes.

2) Code 99999 when a pause occurs in the interaction (two seconds after the cessation of an interactive behavior).

3) Code 55555 when any one in the room cannot be seen and heard, and no interaction is taking place.

4) Code 00000 when any family member leaves the room, answers the door, phone, etc....

5) Children 2 years and younger are the lowest priority to code. They will not be coded unless nothing else is going on and no "verbals" will be coded for them. All of their "talk" will be coded as 62's.

6) These tapes use a triple screen format. So in order for each coder to code in the same manner, we will follow the guidelines as explained below:

\*\*\*Trial 1- Refreshments: --the coder needs to look at all 3 screens

\*\*\*Issue Trials: --the coder only needs to look at the close up screens that show the individual people, unless one or more of those are blank, then they need to look at the group shot screen.

\*\*\*Cooperation/Play Task trial: --the coder needs to look at all 3 screens

\*\*\*School Teaching Task trial: --the coder needs to look at all 3 screens



## APPENDIX 3

### Coding Procedures/ Guidelines for MAPS Home Observations

#### GENERAL INFORMATION

These are the MAPS Grant live home observations done in the families' homes. There are 4 home observations done per family at baseline and 3 observations per family for each subsequent wave.

#### TRIALS

1) At each home observation, there will be 6 trials, with the trial length of 7 minutes and 30 seconds (so the total length of each home observation will be 45 minutes). If an observer has recorded at least 7 minutes of data, the trial may be kept as a real data file. (For example, if the TC goes to the bathroom at 7 minutes into the trial, the observer can “quit out” and does not need to extend the session when the TC returns.) If an observer has recorded slightly over 7 minutes and 30 seconds and there were no “time outs,” then that data will be kept rather than edited out.

2) For each home observation, the Mother, Father and Target Child will be the focus of the observation two times each (so there will be two trials each for the Mother, Father and Target Child), providing a total of 15 minutes of observation time for each focus. The order of the first three trials will be assigned randomly (e.g. Trial 1 = Mom Focus, Trial 2 = Dad Focus, Trial 3 = TC Focus or Trial 1 = Dad Focus, Trial 2 = TC Focus, Trial 3 = Mom Focus, etc....) and then repeated in that same order for the last three trials.

#### RELIABILITY INFORMATION

1) At the beginning of the MAPS home observation project, a 20% reliability check, randomly selected, will be done and then it will drop to 15%. The reliabilities will be blind and a family will be selected as a reliability check only once per wave.

\*\*\*The **reliability standards** are as follows:

Content:	70% agreement
Content Kappa:	.55
Affect:	75% agreement
Affect Kappa:	.55*

\*Affect kappa to be disregarded if: (1) affect percent agreement is 90% or higher, or (2) 80% or more affect codes are in one category. Standards will be reviewed and possibly raised once the coding team is well established.

#### FILE NAMING CONVENTIONS

1) Session numbers for the home observations are as follows:

Group Case:    Baseline:        10, 11, 12, 13  
                  Termination:    31, 32, 33  
                  FU-1:            41, 42, 43

Single Case:   Baseline:        1A, 1B, 1C, 1D, 1E, 1F ...  
                  Intervention:    01, 02, 03, 04, 05 ... 10, 11, 12, 13 ... 21, 22, 23 ...  
                  FU-1:            4A, 4B, 4C, 4D, 4E, 4F ...

2) For this FPP code, the following extensions will be used:

obs files = .f2o  
 cal files = .f2c  
 rel files = .f2r

## ACTIVITY CODING

MAPS home observations will use the Activity of Work, Play, Read, Eat, Attend and Unspecified as defined in the FPP coding manual.

## MISCELLANEOUS CODING CONVENTIONS/GUIDELINES

1) All participating family members are coded (participating family members are members who live in the house 50% or more of the time). All family members included in the first home observation must be present in all subsequent home observations. (For example, if TC's sister lives in the house 50% or more of the time and at the first home observation she is at soccer practice and won't be there, but will be there for all future home observations, then the coder would ask to have this observation rescheduled.)

2) Children 2 and under are only coded if there is nothing else happening and the focus is interacting with them. When children are coded, all of their "verbals" are coded as 62's.

3) 20% of the home observations will be randomly selected to be videotaped. Each family will only be videotaped once per wave.

4) When a person in the observation leaves the room, answers the phone, etc., the coder will put in five zeroes and makes a note of how long the person(s) is gone and then add that time onto that trial in order to get a full 7 minutes and 30 seconds of data.

5) We will code '55555' when no behaviors involving the focus are occurring during the trial and

the focus cannot be seen **and** heard.

6) Code 99999 when a pause occurs in the interaction (two seconds after the cessation of an interactive behavior).

7) A coder should not observe a family in a home observation at termination if they observed them at baseline. The same two coders will complete all four baseline obs for a given family. Ideally a coder wouldn't see a family for two obs in a row, but if there is no other way to schedule the family, it can be done (even three if need be). One coder will never do all the obs for a family in a given wave. Following is a priority list for scheduling coders A and B to do one family's four baseline obs:

<b>Best</b> Case Scenario:	A B A B
Second Best:	A A B B or B B A A
Last Resort:	A A A B or A B B B
<b>Never</b> Schedule:	A A A A or B B B B

8) Each family will be paid \$30 for each home observation.