

The Family Process Code: A Multidimensional System
for Observing Family Interactions

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Revision of 12/87 by Lynn Crosby and 4 generations
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Historical Development of the Family Process Code

The Family Process Code (FPC) is based on the work of a number of working groups concerned with observations of family interaction at the Oregon Social Learning Center. This work began with the early efforts of Reid (1967) and Patterson, Ray, and Shaw (1969). After three years of effort, that group completed the design of the original Family Interaction Coding System (FICS). In January of 1968, the coding system was put on line and used to study all families referred for treatment at the Oregon Social Learning Center (OSLC). The FICS was designed to measure primarily those coercive behaviors thought to describe aggressive family interactions. Only those events were recorded that seemed to occur at reasonable rates and also lent themselves to operational definitions.

The FICS was developed to investigate preadolescent antisocial children, but it tended to give a rather inadequate description of prosocial aspects of family interaction with its 29 code categories. However, the FICS has successfully demonstrated behavioral differences in problem and nonproblem children (Patterson, 1976, 1981; Schnyder, 1977). The FICS and other coding systems (Lobitz & Johnson, 1976; Wahler, House, & Stambaugh, 1976) also demonstrated that parents of problem children differ from parents of nonproblem children in rates of commands and other noxious behaviors. These 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 creating effective treatment strategies for aggressive children (Patterson, 1981).

There is an important attribute of the FICS that does not lend itself to the detailed analysis of patterns in style of family interaction. The FICS organized family interaction into discrete

units as it occurred. The use of the six-second time frame made it impossible to obtain anything but the grossest estimates of the duration of episodes, while precise specifications as to onset and termination of each event are required. The consensus was that duration measures would, in the long run, afford greater scientific precision than the use of frequency measures.

The initial step toward modifying the FICS coding system was accomplished by a group of reserachers, including Patterson, Moore, Forgatch, Arthur, Weinrott, Woo, Mukai, and Toobert. They worked together under the rubric of the "Stimulus Control Group." The objective for this group was to develop a code system that would record interaction in real time. The Stimulus Control research group developed a new coding system called the Interaction Coding System (ICS) (Moore, Forgatch, Mukai, Toobert, & Patterson, 1978) that incorporated measures of frequency, duration, and sequential recording. The ICS contained 26 behavior, 14 of which were aversive, seven neutral, and five positive. In this system, behavior was recorded by having observers speak the codes into a cassette recorder, thus maintaining true sequential order, accurately defining duration, and capturing true frequency of onset. The taped 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. The data from these protocols were used by two investigators at the center. Patterson (1981) 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. Loeber (1981) 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 revised code system (the ICS).

Both the FICS and the ICS incorporated only global descriptions of prosocial behavior. It was strongly felt that this was a major oversight in the development of the two earlier coding systems. It seemed quite reasonable to believe the focus on coercive behavior might not be useful when attempting to differentiate problem adolescents' from normal adolescents' interaction patterns. As a general case, it seemed important to go back to the beginning and focus heavily on the development of prosocial categories sampling more subtle aspects of family interaction.

The other major deficiency with the two earlier codes was the fact that both of them were relatively insensitive to changes in affect. It was decided that the third revision of the code 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 a longitudinal study of juvenile delinquency. It 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 emphasis on the description of prosocial interactions, advertisements were run in the paper for "super" normal families. We were surprised at the speedy response from a large number of families indicating their willingness to participate. We were able to not only sit in the home and observe, but to interview the families afterwards. Each of the staff observed in two or more homes and then returned to present a narrative account of what the experience had been like to the code group.

Out of these discussions, the general dimensions for the MOSAIC began to emerge. It was decided to include a sampling of seven different contexts sampling various kinds of conversations and group and individual activities. It was also decided that it would be important to break the settings down further into 23 categories, ranging from eating, craft play, and work to reading.

We were also struck with the frequency with which these parents created discussions among the children that would be subtly directed into the teaching of morality, ethics, and academic skills. A comment by a child about a handicapped friend might lead to two or three quiet statements about how difficult it was to be handicapped and how important it was to be accepting, and then the conversation would move on. These interchanges were so well done that they could not really be called teaching or lecturing. There is little doubt in our minds, however, as to the importance of such interchanges. Several code categories reflect our attempts to design a means of assessing this kind of interaction. For example, Empathize, Growth Promotion, Information-Seeking, and Social Amenities.

An effort was also made to coordinate a set of categories that could sample family problem-solving interchanges. Debbie Toobert worked intensively with Marion Forgatch in examining tapes of family problem-solving situations. This led to the inclusion of several categories that could assess problem-solving activities in the home as well as in the videotape laboratory task (PANIC). 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, reduce the activity codes from 23 to six, reduce the content codes from 44 to 25, and kept the five ratings of valence. The group also adopted a different strategy for generating code categories. This involved first specifying the dimensions we thought should be represented in the code and then sampling codes with the cells of a 2 X 2 grid. For example, we wanted the new code to describe family interactions in terms of their topography and their a priori social impact (e.g., experienced as socially aversive or pleasant). Thus, a grid like that shown in Figure 1 was used to help generate code categories within each of the cells.

Figure 1
Social Impact of Behavior

	<u>Positive</u>	<u>Neutral</u>	<u>Negative</u>	
Verbal	_____			T
				O
Vocal	_____			P
				O
Nonverbal	_____			G
				R
Physical	_____			A
				P
				H
				Y

Code categories were then generated from the grid stimulus and not directly from categories

represented by previous codes. The primary objective was to build an observational tool that was conceptually balanced in respect to these two dimensions. The above grid also provided a very rational basis for developing summary scores that may provide some basic and highly useful descriptions of family interactions as well as a foundation for fine-grained analysis of structural relationships within social interaction (Patterson, 1982; Reid, 1983).

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I. Overview

The Family Process code consists of three dimensions, called Activity, Content and Valence, which are recorded at all times. 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. Content codes describe an individual's behavior as it changes through time. There are 25 content codes, nine of which are defined a priori as positive, nine negative, and seven neutral. Content codes are divided into verbal, vocal, nonverbal, physical, and compliance behavior. Valence is recorded with every content code and comprises six ratings: Exuberant, Positive, Neutral, Negative, Unrestrained Negative, and Sad Affect. Every recorded content behavior is qualified by both setting and valence.

This manual is divided into five sections. The first section describes procedures for collecting home observation data with this coding system. The following three detail the specific definitions of the activity, content and valence codes, as well as explicit coding decision rules, examples and nonexamples of every code category. The last section describes the OS-3 data

recording device with explicit instructions for its use in home observations and procedures for data processing and the computation of basic summary scores.

II. Observation Procedures

Observation sessions are conducted in the family home setting. Before observations are carried out, it is necessary to orient the family to the process. This should be done by the director of the project if at all possible, so that all questions raised by the family may be fully addressed. The family should be informed of 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 (taken from Reid, 1978). 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; f) limit telephone conversations as much as possible by not calling out and by briefly answering incoming calls.

An observation is made up of a series of coding segments, or trials. For each trial, one family member will be isolated as the focal subject. All coding will be restricted to recording the behavior of the focus and his/her interactions with family members. 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 if they are directed toward the target child or to everyone in general. Observation sessions may include a number of trials focusing on mother, father, child, or siblings.

Activity codes describe the general context of the coded interactions. Activity codes are recorded by using the toggle switches on the OS-3 (switches 1 through 6). Only one activity may be recorded at any given time, and at no time should all activity toggle switches be in the off position.

Content codes and valence ratings are recorded simultaneously using the keyboard on the OS-3. Five numerical entries describe each recorded interaction. Figure 3 shows the sequence of coded entries, and the appropriate code for each column.

Figure 3. Five-Digit Keyboard Entry for Coded Interactions

(1-7) <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: target child = 1, father = 2, mother = 3, older male sibling = 4, older female sibling = 5, younger male sibling = 6, and younger female sibling = 7.

The second two digits describe the content of the interactant's behavior. A detailed description of each content code is forthcoming in Section IV 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 three codes are added to signify behavior directed to objects (0), household pets (8), and multiple recipients. 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 under 2 years are coded as initiators. However, all their 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 V of this manual describes the six valence ratings and their use in recording behaviors.

III. Activity Codes

Activity codes represent the general line of action for the focus of a given trial. If the focus of a trial is the father, one of the following six toggle switches describe 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 it becomes clear that the general line of action for the focus has changed. 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 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 is obviously game coaching 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 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)

IV. Content Codes

Content codes describe interactional 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 (see figure 1) of the OS-3.

10-50 Verbal Behavior

10 - Conversation

- 11 Positive verbal
- 12 Talk
- 13 Negative verbal

20 - Affiliate/Distance

- 21 Endearments
- 22 Tease
- 23 Verbal attack

30 - Clear directives

- 31 Request
- 32 Command
- 33 Coerce

40 - Ambiguous directives

- 41 Request ambiguous
- 42 Command ambiguous
- 43 Coerce ambiguous

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

80 - Low-grade physical contact

81 Touch

83 Physical aggressive

90 - Pronounced physical interaction

91 Hold

92 Physical interact

93 Physical attack

00 - Compliance Behavior

01 Comply

03 Non-comply

There are 25 content codes across the five categories. The categories Verbal and Physical Behavior assess five and two dimension, respectively. An attempt was made to sample content codes within each category or dimension which 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 that Positive Verbal be coded with a negative valence rating (such as in sarcasm), or a Negative Verbal 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, where the observer is not required to interpret or infer the intent of the interactant when engaging in a behavior.

The coding strategy for content behaviors is to record behaviors sequentially as they occur. For verbal behavior code speakership as accurately as possible. When the same subject makes several statements with notable pauses intervening, code each statement separately. However, if the interactant is involved in an extended monologue, lecture, or story, generally

code the behavior as one statement.

There is no direct way to record simultaneous events in the Family 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* - 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	4
1	83	4	4

Because recording the duration of the interactant's behavior is an important aspect of the Family 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 9 9 9 9 9 two 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 2 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	2	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	3
3	12	1	3
1	12	3	2
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	2
4	92	1	3
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	2
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 25 content codes, as well as coding decision rules, examples and nonexamples.

11. Positive Verbal: Includes verbal expressions of approval of a family member's behavior, appearance or state or conditions directly related to the family. Also includes verbal expressions of support or empathy for another family member. 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. Apologies, thanks, compliments, volunteers, and positive self-statements are also coded 11. This code does not represent unqualified blanket or personalized praises such as "you're terrific." These are coded Endearments (21). The positive verbal code is descriptive of actions, not persons and has to be directly relevant to initiator or other present family member.

Decision Rules:

- 1) Unsolicited offers of food, an object, a privilege, or help are coded 11.
- 2) All apologies are positive, unless there is a clearly negative attack on another.

"I'm sorry, but you're a jerk." Verbal Attack (23)

"I'm sorry I hurt your feelings." Positive Verbal (11)

- 3) Statements of fact that imply judgment, evaluation, criticism, or approval will be coded as 11 (positive verbal) or 13 (negative verbal).

"I got an A on my algebra test." Positive Verbal (11)

"I think you did a fantastic job." Positive Verbal (11)

"I aced it." Positive Verbal (11)

- 4) Impersonal statements of preference are coded 12 (talk), while statements implying approval of another are coded 11 (positive verbal).

"I love the sound of a flute." Talk (12)

"I like purple, don't you?" Talk (12)

-but-

"These are good hamburgers, Mom." Positive Verbal (11)

- 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 know you could do it if you tried harder." Talk (12)

"Did you really do this all by yourself?" Positive Verbal (11)

"Who cares?" Negative Verbal (13)

- 6) Coming to the defense of someone else in the observation is coded 11 (Positive Verbal).

"Kathy didn't mean to spill her milk. It was an accident." Positive Verbal (11)

- Examples:
- 1) "These hamburgers are good." (while the family is eating) (11)
 - 2) "I like your drawing." (11)
 - 3) "You'll do fine on the test tomorrow." (11)
 - 4) "Thanks for your help." (11)
 - 5) "Sorry about that." (11)
 - 6) "I'm the fastest runner in my class." (11)
 - 7) "That must have hurt." (the recipient has been hurt) (11)
 - 8) (father busy with the dishes) Child, "If you'd like, I'll help you with the dishes." (11)
 - 9) "Here you go...." (11)
 - 10) "I'm sorry I blew it." (11)
 - 11) "I'm sorry I got so mad." (11)

- Nonexamples:
- 1) (mother talking to father, father replies) "Yes, I agree with you." Talk (12)
 - 2) "Yes, your uncle is the best carpenter I know of." Talk (12)
 - 3) "Isn't this great weather we're having!" Talk (12)
 - 4) "You're really smart." Endearment (21)
 - 5) "I love you." Endearment (21)
 - 6) "I'm really sorry for doing that, but you're always irritating me." Negative Verbal (13)
 - 7) "I'm sorry, but you're a jerk." Verbal Attack (23)

12. Talk: This is a code for general conversational verbal interaction, including gossip, chit-chat about routine matters, conversation about past or present, questions and answers, directions on how to do things, giving directions, making suggestions, verbal acknowledgement 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 their attention is coded Talk (12).
- 3) Criticism of someone not present is coded Talk (12).
- 4) Self-defensive statements are coded 12 (talk) unless they contain specific positive content or a counterattack.

"You're a baby." Verbal Attack (23)

"No, I'm not!" Talk (12)
- 5) Impersonal statements of preference are coded talk (12), while statements implying approval of another are coded positive verbal (11).

"I love the sound of a flute." Talk (12)

"I like purple, don't you?" Talk (12)

"Isn't this a gorgeous sunset?" Talk (12)

-but-

"These are good hamburgers, Mom." Positive Verbal (11)
- 6) 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 know you could do it if you tried harder." Talk (12)

"Did you really do this all by yourself?" Positive Verbal (11)

"Who cares?" Negative Verbal (13)

7) Code directives only where compliance is required and potentially observable. If in doubt, or if compliance appears to be optional, code 12 (talk).

"Pick up your toys." Command (32)

"Clean your room tomorrow." Talk (12)

"Let's get that homework done now, John." Command (32)

"Why don't you do your homework now, so you don't have to do it Sunday night?" Talk (12)

"Why don't you mind your own business?" Request Ambiguous (41)

"If you adjust the antenna, you'll get a better picture." Talk (12)

"If you would check your answers, you'd get better grades." Talk (12)

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

9) Children's "play dialogue" exchanged with dolls or action figures is coded 12 regardless of the literal meaning of their statements.

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)

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) "Your friend David looks like he's dressed for a revolution!" (12)

7) "I am not dumb!" (12)

8) "Remind me tomorrow to pick up some coffee." (12)

Nonexamples: 1) "Want some, Daddy?" This is good!" (offering father cookie batter)

Positive Verbal (11)

2) "Sit up straight and eat your peas." Command (32)

3) "You couldn't do it, you're too dumb." Verbal Attack (23)

"I'm not dumb, you are!" Verbal Attack (23)

-or-

"I can do it great." Positive Verbal (11)

13. Negative Verbal: Includes verbal expressions of disapproval of a family member's behavior, appearance or state or conditions directly related to the family. The behavior has to be directly relevant to the initiator or other present family member. Verbal behavior coded 13, like 11 (Positive Verbal), must be explicit enough so that if the statement were read in context, it would be coded 13, regardless of the accompanying affect. Negative self-statements are also coded 13, as are complaints and mild cursing. This code does not

represent unqualified personalized attacks, criticisms or name calling; these are coded Verbal Attacks (23).

Decision Rules:

- 1) Defensiveness will not automatically be coded as Negative Verbal (13) unless the content of the statement agrees with the definition of 13.

"I did not mess that up!" Talk (12)

-versus-

"You always blame me even when I didn't do anything." Negative Verbal (13)

- 2) Leading questions involving blame are coded Negative Verbal (13).

"You didn't do as you were told, did you?"

- 3) Personalized disagreements will be coded 13 while impersonalized disagreements will be coded Talk (12).

"You're wrong." Negative Verbal (13)

"That's wrong." Talk (12)

- 4) Self-aggrandizement at another's expense will be coded as negative.

"I can do it a hundred times better than you." (13)

- 5) Statements of fact that imply judgment, evaluation, criticism or approval will be coded as 11 (positive verbal) and 13 (negative verbal).

"I lost my keys again." (13)

"You did that wrong." (13)

- 6) "You should have" statements will be considered to be negative evaluations of past performance or behavior, and will be coded 13 (negative verbal).

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

"I should have told him where to get off." (13)

7) Complaints are coded negative verbal (13).

"I'm tired" or "This soup is cold."

8) 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 know you could do it if you tried harder." (12)

"Did you really do this all by yourself?" (11)

"Who cares?" (13)

"Amy, I told you no eye makeup!" (13)

"What do you mean you don't know?" (13)

Examples:

1) "You're spilling on the floor." (13)

2) "I can't do it right." (13)

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

4) "You flunked your math test, didn't you?" (13)

5) "You aren't doing that right." (13)

6) "You should have tried harder." (13)

7) "I should have bought those shoes while they were on sale." (13)

8) "You should have spoken up for yourself." (13)

9) "I got an F on my algebra test." (13)

10) "I broke the pitcher." (13)

- 11) "I forgot." (13)
- 12) "I told you I don't like strawberries." (13)
- 13) "Who cares?" (13)
- 14) "Ouch!" (13)
- 15) Mild cursing such as darn, shoot, etc.

Nonexamples: 1) father, "That friend of yours looks like he's dressed for a revolution." Talk (12)

- 2) mother, "Now that the cookies are done, you can go to your room."

Command (32)

child, "No!" Refuse (53)

- 3) father, "How do you spell Mississippi?" Talk (12)

child, "M I S S I S I P P I." Talk (12)

father, "Wrong." Talk (12)

- 4) "You really are a dip." Verbal Attack (23)

21. Endearment: Endearment refers to personalized and unqualified approval of a person, or vague statements of unqualified positive emotion toward another family member. It may also include positive name calling which is complimentary in context or pet names signifying affection.

Decision Rules:

- 1) When a statement contains both an 11 and a 21, code 21.

Examples: 1) child, "Mom, I got all A's today on my test!" Positive Verbal (11)

mother, "You are really smart." (21)

2) "God, you're beautiful!" (21)

3) "I love you." (21)

4) "You're so handsome!" (21)

5) "You're one of the most thoughtful people I know." (21)

6) "You are very brave." (21)

7) "Hello, beautiful." (21)

Nonexamples: 1) "That was a nice job." Positive Verbal (11)

2) "You look great in that shirt." Positive Verbal (11)

3) "That was a smart move on your part." Positive Verbal (11)

4) "You did that well." Positive Verbal (11)

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

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

Mimicking others by repeating their words verbatim. Phrases that describe behaviors coded as Tease are banter, playful pestering, and gentle wit directed at others. Statements coded Tease are not necessarily said with a positive affect.

Decision Rules:

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

- Examples:
- 1) "You wanna borrow a dollar? Six percent interest." (22)
 - 2) "From the look of your gear, you'd think we were expecting a flood." (22)
 - 3) child, "What's for dinner tonight?" Talk (12)
 father, "Dog food." (22)
 - 4) 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)
 - 5) "Listen, stranger, this kitchen ain't big enough for you and me." (22)

Nonexamples: 1) "Now that the cookies are done, it's time for you to go upstairs." Command
 (32)

23. Verbal Attack: Verbal Attack refers to personalized and unqualified disapproval of a person or vague statements of unqualified negative emotion toward another. Name calling, swearing, threats, and specific humiliation of recipient are coded as Verbal Attack.

Decision Rules:

- 1) When a single statement contains both a Verbal Attack and a disapproval, code only Verbal Attack (23).
- 2) Threats that do not accompany directives are coded Verbal Attack (23).
 "You'll be sorry." (23)
- 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 23 (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."

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." (23)
- 2) "I'm not dumb!" (12)

-vs.-

- 3) "I can do it great." (11)
- 4) "I'm not dumb, you are." (23)

Examples:

- 1) "You asshole." (23)
- 2) "You'll never amount to anything." (23)
- 3) "You always do it wrong." (23)
- 4) "Slob!" (23)
- 5) "I hate you." (23)
- 6) "Krista, don't be so dumb!" (23)
- 7) "You're gonna get it." (23)
- 8) "Go soak your head." (23)
- 9) "I'm going to knock your block off." (23)
- 10) "Damn, we're out of mayonnaise." (23)

Nonexamples: 1) "You didn't do it right." Negative Verbal (13)

2) "That's wrong." Talk (12)

3) "That jerk at the grocery store gave me the wrong change." Talk (12)

31. Request: Clear questions or requests for behavior change within the immediate future are coded Request. The defining characteristic of a request is that the recipient has an explicit choice whether or not to comply. This category also includes a request for permission; the request need not pertain to the immediate future. To code Request, compliance must be potentially observable within the context of the observation (see exception below).

Decision Rules:

- 1) Potentially observable compliance is not an issue with requests for permission. Such statements are coded 31 or 41 regardless of the time frame.
- 2) If a single statement contains a Request and a Talk (12), code only the request.
- 3) "I wish" statements requesting a specific behavior change or recipient are coded Request (31).
- 4) "Why don't you" statements which function as requests for specific behavior changes pertaining to the family or family members are coded Request (31).
- 5) Suggestions for dealing with situations apart from the family are coded Talk (12).
- 6) Politely worded commands, such as those that include the word "please", are coded Command (32).

7) Instructional suggestions are coded Talk (12).

8) A command which ends with "OK?" will be coded as request.

Examples: 1) "Would you take the garbage out?" (31)

"Can I do it later?" (31)

2) "I wish you would sit down." (31)

3) "Why don't you bring me the newspaper?" (31)

4) "Why don't you do your homework?" (31)

5) "Can I turn the TV on?" (31)

6) "Mom, could I go to the movie tomorrow night?" (31)

Nonexamples: 1) "Please put the toys away now." Command (32)

2) "Why don't you ask your teacher to help you with your math." Talk (12)

3) child, "We don't have anything to do." Talk (12)

parent, "Why don't you play cards." Talk (12)

32. Command: Clear and firm directives for behavior change in the immediate future are coded Command. It must be clear from the content of the directive exactly what behavior change is required. To code Command, compliance must be potentially observable within the context of the observation. Command is also coded when clear demands are made on the recipient to not repeat a previously performed behavior.

Decision Rules:

1) Do not include first time directives which are specified, dictated, or required by the

activity, for example, instructional commands during the work or directives when a game (e.g., "your turn") are coded Talk (12). When in doubt, however, code Command (32). 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

child, (does nothing)

father, "Roll the dice." (32)

2) The recipient need not be clear to be coded Command (32).

3) "I want" statements that function as directives are coded Command (32).

"I want an ice cream cone, Mom." Command (32)

4) "Look at this" or "go pick up that" directives are coded Command if the indefinite object is clear from the context.

5) Code Command for verbal behavior only. Do not code nonverbal or vocal behavior that implies a command.

6) Single-word prompts which function as commands are coded Command Ambiguous (42).

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

"I want more juice, Mom." (32)

"I want to do it by myself." (32 or 42)

"I want a new bicycle." (12)

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

- 8) 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 (23).

"Drop dead." Verbal Attack (23)

"Go jump in the lake." Verbal Attack (23)

"You just try it and see what happens." (23)

- 9) If the behavior requested is not included in the command, code Ambiguous (42).

"John, it's time to clear the table." (32)

-vs-

"Hop to it, John." (42)

- Examples:
- 1) "Pick up your toys now." (32)
 - 2) "Please pick up your toys now." (32)
 - 3) "It's time to put the toys away." (not said to any specific person) (32)

(recipient: 9)

- 4) "I want some more juice, Mom." (32)
- 5) "Shut up." (32)
- 6) "Look it up in the dictionary." (32)
- 7) "Tim, you come here this minute." (32)
- 8) "No peeking at my cards." (32)
- 9) "Let's get a load of firewood in here, Jim." (32)
- 10) "Don't talk with food in your mouth." (32)
- 11) "Stop whining." (42)

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

Talk (12)

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

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

4) "Mark, put away your toys." Command (32)

(No response)

"Mark." Command Ambiguous (42)

5) "Get lost." (23)

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

7) "Put your toys away now, okay?" (31)

33. Coerce: Threatening directives that express a demand for specific change in the immediate future 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.

"I'm going to slap your face." Verbal Attack (23)

"Talk back to me again and you'll get your face slapped." Coerce (33)

2) Threats which follow up an earlier command are coded Coerce Ambiguous.

#3: "John, turn off the TV." (32)

(John crosses arms and glares at mother.) Negative Nonverbal (73)

#3: "You start that with me and you'll be sorry." Coerce Ambiguous (43)

3) 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)

Examples: 1) "You empty the trash or I'll spank your butt." (33)

2) "If you don't come here I won't love you anymore." (33)

3) "Stop hitting your sister or you'll be sorry." (33)

4) "You better stop hitting your sister." (33)

5) "You'll shut your trap right now if you know what's good for you." (33)

6) "You just open that door and see what happens." (33)

Nonexamples: 1) "If you get poor grades this year you will be grounded for six months. Talk (12)

2) mother, "You're not to leave this room until the observers leave!" Command (32)

3) mother, "You better not." Coerce Ambiguous (43)

4) "You better not or you will lose your allowance." (32 or 42)

41. Request Ambiguous: Requests for behavior change where the desired change, or time frame for the change, is not explicit is coded Request Ambiguous. With these requests, it is clear that behavior change is desired, but the nature of the change is not clearly articulated. Like the code Request (31), the desired behavior change must be potentially observable within the context of the observation. Unclear requests for permission are also coded Request Ambiguous, and are not limited by time frame, i.e., compliance need not be potentially observable.

Decision Rules:

1) One word follow-up requests such as "please?" are coded Request Ambiguous.

child, "Will you hold this for me?" (31)

mother, "I can't right now." #53)

child, "Please?" (41)

Examples: 1) "Will you cool it while I'm talking on the phone?" (41)

2) "Will you please share with your sister?" (41)

3) "Mom, will you help me?" (41)

4) "Would you just settle down?" (41)

5) "Do you think you can be a good boy?" (41)

6) "Kevin, would you please?" (41)

7) "Why don't you mind your own business?" (41)

8) "Would you wash the dishes when it's convenient?" (41)

Nonexamples: 1) "I wish you would sit down." Request (31)

- 2) "Will you take out the trash for me, please?" Request (31)

42. Command Ambiguous: An unclear but firm directive for behavior change is coded

Command Ambiguous. The definition for this code is similar to Command (32) except that the behavior change or time frame for the change demanded is not clearly articulated.

Decision Rules:

- 1) One-word follow-up commands such as "Bill!", "Please!", or "Now!" are coded Command Ambiguous.
- 2) Use of name to get someone's attention will be coded 12 (Talk): "Marjorie" (12)
- 3) "Shut up" commands are coded Command (32).
- 4) Counting as command follow-up is coded 42 (Command Ambiguous).
- 5) Single-word prompts that function as command "Dishes, Maria." Command Ambiguous (42).
- 6) If the specific behavior requested is not included in the command, code Ambiguous.

"Tone it down." (42)

"Why don't you straighten up?" (41)

"Don't look at me that way." (42)

Examples: 1) "Stop being so bossy." (42)

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

3) "If you want your allowance this week you better shape up." (43)

4) "Please slow down for a second." (42)

5) "Stop whining!" (42)

- 6) "Did you hear me?" (as reprompt) (42)
- 7) "I want you to help more around the house." (42)
- 8) "Shhhhhhhh." (42)
- 9) "Do the dishes sometime soon." (42)

Nonexamples: 1) "Please don't give me any more orders." Command (32)

- 2) "Please stop talking for a second while I'm on the phone." Command (32)
- 3) "If you were a little more careful, you would at least make fewer arithmetic errors." Talk (12)

43. Coerce Ambiguous: Threatening directives that are also unclear are coded Coerce

Ambiguous. The definition of this code is similar to Coerce (33), except that the demanded behavior change or time frame for the change is not clearly articulated. Again, the threatening aspect of the directive may be inferred from the initiator's nonverbal behavior (e.g., hand gesture) or implied in the command.

- Examples:
- 1) "You watch your step or else." (43)
 - 2) "Shape up or I'll shape you up." (43)
 - 3) "Move your ass or I'll move it for you." (43)
 - 4) "Hey, you better settle down" (with gesture of hand in fist). (43)
 - 5) "Are you going to show a little respect, or am I going to knock you silly?"(43)

Nonexamples: 1) "Shape up if you want your allowance." Command Ambiguous (42).

- 2) "You're really going to get it when Dad gets home." Verbal Attack (23)

51. Agree: Verbal Acquiescence to a directive, or granting permission in response to a request. Agree will always follow a directive. Partial agreements with a request or command, or statements implying eventual compliance, are coded 51. 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 (32)

"Shut it yourself." Command (32)

"Jason, it's time to take a bath." Command (32)

"Can I do it later?" Request (31)

"Look it up in the dictionary." Command (32)

"I already did." Talk (12)

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

"Will you get me some orange juice, Mom?" Request (31)

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

"Will you play a game with me?" Request (31)

"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?" Request Ambiguous (41)

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

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

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

Examples: 1) Mother, "Jason, it's time to take a bath." Command (32)

Jason, "O.K." (51)

2) Father, "Stop jumping on the sofa." Command (32)

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

3) Older sibling, "Please take out the garbage." command (32)

child, "In a minute." (51)

4) Child, "You want to build it with me?" Request (31)

Mom, "Well, I'll hold it for you while you build." (51)

Nonexamples: 1) "Give me a hug." Command (32)

"All right" (and gives a hug). Comply (01), Hold (91) (drop Agree in cases of triple coding).

2) Sibling, "Let's go to the park on Saturday." Talk (12)

child, "Okay." Talk (12)

53. Refuse: Explicit verbal response to 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 (32)

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

"Will you help me with my homework?" Request (31)

"I can't do everything for you." Negative verbal (13)

2) Where "if - then" contingencies are combined with refusal of directives, just code the 53.

"Will you get me some orange juice, Mom?" Request (31)

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

"Will you play a game with me?" Request (31)

"Not now, maybe later." (53)

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 (32)

"That's what you think." (53)

Examples: 1) "The hell I will." (53)

2) "No way." (53)

3) Mother, "John, will you please take out the trash?" Request (31)

Child, "No." (53)

4) Child, "Mom, can I go out now?" Request (31)

Mother, "Not now." (53)

Nonexamples: 1) Mother, "John, will you please take out the trash?" Request (31)

Child, "I just took it out a minute ago." Talk (12)

2) Mother, "John, will you please take out the trash?" Request (31)

Child, "I hate that lousy job." Negative Verbal (13)

3) Child, "Mom, will you build a train for me?" Request (31)

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).

"Let's get that homework done now, John." Command (32)

"Let's play Monopoly." Talk (12)

"Why don't you do your homework now, so you don't have to do it Sunday night?" Talk (12)

"Why don't you mind your own business?" Request Ambiguous (41)

"If you adjust your antenna, you'll get a better picture." Talk (12)

"If you would check your answers, you'd get better grades." Talk (12)

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

"Will you help me with my homework?" Request (31)

"I can't do everything for you." Negative Verbal (13)

"Shut the door." Command (32)

"Shut it yourself." Command (32)

"Look it up in the dictionary." Command (32)

"I already did." Talk (12)

"Take out the garbage." Command (32)

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

"Can I play outside?" Request (31)

"But it's raining cats and dogs." Talk (12)

"Will you help me build a train?" Request (31)

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

"Jason, it's time to take a bath." Command (32)

"Can I do it later?" Request (31)

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

"Try and make me." Refuse (53)

"Can I help with the cake?" Request (31)

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

"Mom, can I get the chocolate chips down?" Request (31)

"I don't like you climbing on top of the counters." Negative Verbal (13)

"Dad, I want to ride my bike by myself." Command (32)

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

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

"I want more juice, Mom." Command (32)

"I want to do it by myself." Command (32) or Command Ambiguous (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 23 (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) If the behavior requested is not included in the command, code Ambiguous.

"Hold still while I get this braid finished." Command (32)

"Be quiet." Command (32)

"Hush while I'm on the phone." Command (32)

"Why don't you straighten up?" Request Ambiguous (41)

"Help Julie find her ball." Command (32)

"You have to taste it at least." Command (32)

"You'll shut your trap right now if you know what's good for you." Coerce (33)

"You come here this minute, or else." Coerce (33)

"Shut up." Command (32)

"Apologize to your mother." Command (32)

"Don't be so loud, okay?" Request (31)

"I want you to play with your little sister." Command (32)

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

"Tone it down." Command Ambiguous (42)

"Stop teasing your sister." Command (32)

- 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 (32)

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

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

- vs. -

"Tom, get started on the dishes." Command (32)

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

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

"Will you get me some orange juice, Mom?" Request (31)

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

- or -

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

"Set the table, Julie." Command (32)

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

"Will you play a game with me?" Request (31)

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

- or -

"Maybe." Talk (12)

"Can I put on the frosting." Request (31)

"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?" Request (31)

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

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

"I'll do them if you let me watch TV in your room tonight." Agree (51)

- or -

"Karen, will you do my dishes?" Request (31)

"Oh, I guess so." Agree (51)

"Great! Thanks." Positive Verbal (11)

"Whoops, sorry. I forgot I'm going out tonight." Positive Verbal, Refuse (11, 53)

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

10) "I told you" as Command follow up: Code 32 or 42; otherwise, code 13 (Negative Verbal).

"Janie, tie your shoe laces before you trip over them." Command (32)

(Janie trips and falls, crying).

"I told you to tie your laces!" Negative Verbal (13)

"Mark, turn down the radio." Command (32)

(Mark continues reading.)

"Mark, I told you to turn down the radio!" Command (32)

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?" Request (31)

Tom, "Uh-huh." (Gets coat.) Agree, Comply (51, 01)

Mother, "Tom, would you like another helping of potatoes?" Positive Verbal (11)

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!" Ambiguous Command (42)

3) "Ouch!" Negative Verbal (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.

Nonverbally agreeing 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 turkey." 23 (Verbal Attack, valence 2)

2) Nonverbally agreeing with a request or directive is coded 71.

"Dad, can you get this down for me?" Request (31)

(Nods) Positive Nonverbal (71)

Examples: 1) smiles

2) winks

3) thumbs up sign

4) okay signal

5) Child, "Dad, will you help me?" Request Ambiguous (41)

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?" Request (31)

Child, "Okay." (and nods) Agree (51) only (verbal takes precedence over nonverbal)

3) Father, (laughs and winks at mother) Vocal (62), valence 2 (vocal takes precedence over nonverbal)

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 acknowledgement such as "uh huhs" are coded 62.

Examples: 1) Mother, "Did you to 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 Verbal (13)

Father, (nods and smiles) Neutral Nonverbal (72), valence 2

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, diminutive or any derogatory facial expressions or hand gestures. Taking an object 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?" Positive Verbal (11)

Child, (pinches nose and smiles) Negative Nonverbal (73) valence 2

Nonexamples: Mother, "Come eat dinner now." Command (32)

Child, "I don't want to." (and shakes his head) Refuse (53) (verbal takes precedence over nonverbal)

81. Touch: Any brief and/or casual physical contact such as a brief pat, tap on the shoulder, or tickle are coded as touch. This category, is used for nonaversive physical contact which involves only a single part of the body such as the hand or foot and that is not delivered with disruptive force.

Examples:

- 1) tickling
- 2) casual touch during play
- 3) patting a shoulder or arm
- 4) head patting, mussing hair
- 5) (Child sits on couch to look at book with Mom, leaning against her.)
- 6) Dad lightly pinches child's cheek.

Nonexamples: 1) (Mother pulls child away from stove by the hand.) Physical Interact (92)

- 2) Sister accidentally steps on target's foot. Physical Aggressive (83)
- 3) Sitting on couch, dad puts arm around mother's shoulders. Hold (91)
- 4) Mother cuts child's hair. Physical Interact (92)
- 5) Child playfully bites mother's finger. Physical Aggressive (83)

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 not delivered with disruptive force.

Decision Rule:

1) when in doubt between Touch (81) and Physical Aggression (83), code 83.

- Examples:
- 1) light hitting
 - 2) pinching
 - 3) shoving
 - 4) light kicking
 - 5) biting
 - 6) light spanking
 - 7) light punching
 - 8) spitting
 - 9) light hitting with an object
 - 10) target snaps towel at sister

Nonexamples: 1) Father tweaks daughter's nose. Touch (81)

2) Mother holds child's wrists to prevent him from hitting. Physical Interact (92)

91. Hold: Physical behavior which involves affectionate and/or extended contact between two people, such as in hugs, embraces, sitting with an arm around another person, massaging or holding a child on lap. Hold describes extended physical contact which is primarily nondirective in nature.

Examples:

- 1) hugs
- 2) kisses
- 3) embraces
- 4) massaging
- 5) holding a child in arms (e.g., nursing)
- 6) holding child on lap
- 7) sitting in someone's lap
- 8) holding sleeping child

Nonexamples: 1) Father pulls two children apart and embraces one to prevent fighting.

Physical Interact.

2) Father and mother hold hands while watching TV. Touch (81)

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. Hold (91), appropriate verbal code.

93. Physical Attack: Any pronounced and severe physical contact such as hard kicking, punching, hard slapping or hitting with an object; destruction of objects. Physical Attack is differentiated from Physical Aggressive (83) in the amount of force used in the aversive physical contact.

Decision Rule: Physical Attack takes precedence over Physical Aggression when both occur approximately at the same time.

Examples:

- 1) hard spanking
- 2) hard hitting

- 3) hitting with an object
- 4) 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 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.

#3: "Susan, stir a little more carefully, honey." 42 (Command Ambiguous), 2 (Endearment)

#7: I'll try 51 (Agree)

(Child continues stirring, but no discernible difference in behavior) No

Compliance code.

#3: “Karen, I want these cards picked up before the observation is over.” 32

(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?” Request (31)

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

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

“I’ll do them if you let me watch TV in your room tonight.” Agree (51)

“Brian, put your muddy boots outside.” Command (32) (Brian continues playing cards with sister) Noncomply (03)

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

“Brian, let’s get the table cleared.” Command (32)

(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) Mother, ‘John, put your toys away and get out the Monopoly game.’

Command (32)

John, (puts his toys away) Comply (01)

2) Mother, ‘John, will you please put your toys away!’ Request (31)

Child 'Okay.' Agree (51) (puts his toys away) Comply (01)

3) Mother, 'Tell me about your day.' Command Ambiguous (42)

Child, 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. If the coded activity describes the noncompliant behavior, simply record the noncompliance (03).

Decision Rules:

1) When compliance or noncompliance is unclear, do not code. (Children are quietly playing a game and laughing.)

#2: □ 'You guys settle down' 42 (Command Ambiguous) (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?' Request (31)

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

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

'I'll do them if you let me watch TV in your room tonight' Agree (51)

'Brian, put your muddy boots outside' Command (32)

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

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

‘Brian, let’s get the table cleared’ Command (32)

(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) Mother, ‘Take the trash out now John!’ Command (32)

Child, (continues playing board game with sibling). Noncomply (03)

2) Mother, (John is teasing his little sister) ‘Watch your step!’ Command

Ambiguous (42)

Child, (John turns and lightly flicks’ his sister’s head with his finger)

Noncomply (03), Physical Aggressive (83).

3) #1: ‘Don’t be so stupid’ 23 (Verbal Attack)

#6: ‘Don’t call me stupid!’ 32 (Command)

#1: ‘Okay, Dumbo’ 03 (Noncomply); 23 (Verbal Attack) (51 [Agree] will not be coded here)

V. Valence

Valence describes the emotional tone of the content behaviors and is coded on the basis of nonverbal gestures, body posture, facial expressions, and tone of voice and/or inflections.

Each coded content behavior is also rated for valence using a scale ranging from sad to exuberant affect (see scale and anchor point definitions below).

VALENCE SCALE:

1	2	3	4	5	6
exuberant	positive	neutral	negative	unrestrained	sad
affect	affect	affect	affect	negative affect	affect

Valence is intended to be an independent dimension qualifying content behaviors. For example, it may occur that typically negative behaviors (Negative Verbal) are rated in positive valence or positive behaviors in negative valence. The scale above is intended to represent a normal distribution of the emotional quality of behavior in interaction. In a normal distribution roughly 60% of all content behaviors will be rated as in neutral valence, 30% as either mildly negative or positive and the remaining 10% as very positive, very negative or sad. This distribution applies, however, to family interaction in general. It is possible that for a single family member, the majority of his/her interaction is rated as either positive or negative. Below are definitions and adjectives describing each of the six valence ratings.

6 - Sad Affect

Sad affect is coded for behavior accompanied by a feeling tone of sadness, depression, or withdrawal from surrounding activities. Tone of voice may be tearful, muted, monotone, and/or fatigued. Other indicators are slow or halting speech, downcast eyes, slumping posture, and sighing.

Descriptive adjectives for sad affect: apathetic, mournful, dejected, weary, melancholy, gloomy, unhappy, dismal, downhearted, despondent, discouraged, lethargic, defeated, somber, tearful.

5 - Unrestrained Negative Affect

Behaviors are rated as (5) when the interactant expresses clear and pronounced anger, disapproval, displeasure or demeaning affect in the coded interaction. In this rating the emotional tone of the interactant is very negative; showing pronounced displeasure with a person or situation. Facial expressions and gestures denoting hostility, anger, extreme irritation, or disapproval are rated as (5). Voice tones for this category are loud, harsh, tense, threatening, angry or provocative.

Descriptive adjectives for unrestrained negative affect: abusive, belligerent, clearly disapproving, angry, enraged, inflamed, menacing, noxious, irate.

4 - Negative Affect

This category represents negative affect which is less clearly articulated or pronounced than (5). Code (4) when either or both voice tone and facial expression indicate the interactant's mild displeasure, irritation, contempt, slight hostility and/or mild disapproval. Facial expressions and tone of voice are similar to those described as unrestrained negative but are simply less extreme.

Descriptive adjectives for negative affect: complaining, whining, cold, dismissive, curt, rejecting, defensive, sour, censorious, bitter, tearful, querulous, peevish, contemptuous, stern, vexed, petulant, irritable, uptight.

3 - Neutral Affect

Neutral affect is coded for behaviors that are in a neutral tone of voice in the absence of

either exuberant or hostile nonverbal gestures. Neutral affect (3) represents a level of interchange that is typical of causal acquaintances, business associates, or during general conversations between family and friends. Only slight fluctuations in affect remain coded in 3, where greater changes require the scoring of either positive, negative, or sad valence. When a person is animated or energetic but not clearly in a positive or negative valence, code (3) neutral affect.

Descriptive adjectives for neutral affect: calm, mild, quiet, cordial, polite, pleasant civil, nonchalant, matter-of-fact.

2 - Positive Affect

This rating is used when there is notable warmth, interest, pleasure, supportiveness or affection expressed in an interactant's behavior. (2) is coded when a behavior is expressed with laughter, pleasurable facial expressions (smiling), affection and/or enthusiastic interest.

Descriptive adjectives for positive affect: warmth, responsive, concerned, affectionate, enthused, interested, lively, pleasurable, happy, approving, imploring, urging, solicitous, humorous, jocular, gracious, amused, proud.

1 - Exuberant Affect

This rating represents pronounced expressions of intense happiness, warmth, affection, pleasure or supportiveness. The difference between (2) and (1) is that (1) indicates more intense expressions of positive affect that are unmistakably pleasurable and are less controlled. Intensity may be expressed by loudness, length of nonverbal gesture or the intensity of voice intonation or

gesture. For example, (1) may be coded in some cases when the interactant whispers, provided his/her facial expression and gestures indicate intense happiness, approval or support.

Descriptive adjectives for exuberant affect: overjoyed, exhilarated, rejoicing, loving, excited, enthusiastic, bursting with laughter, hilarious, triumphant, giddy.

FAMILY PROCESS CODE
Oregon Social Learning Center

	Positive	Neutral	Negative
Verbal Content	11 <u>Positive Verbal</u> . Specific positive statements about self and family: approving another's behavior in the obs.; praise; apology; empathy; support; thanks; volunteering.	12 <u>Talk</u> . General conversation; how to's; directions; suggestions; Q's and A's; agreements and disagreements over facts; verbal acknowledgments.	13 <u>Negative Verbal</u> . Specific negative statements about self and family; disapproving another's behavior in the obs.; leading questions involving blame.
	21 <u>Endearment</u> . Personalized and unqualified approval of others in the obs.; positive emotion toward another; positive name-calling or affectionate peer names.	22 <u>Tease</u> . Cross exaggerations; humor directed toward self or others in obs.; mimicking another; banter; playful pestering; gentle wit directed at others.	23 <u>Verbal Attack</u> . Personalized and unqualified disapproval of others in obs.; negative emotion toward another; name-calling; swearing; humiliation; threats without directive.
	31 <u>Request</u> . Clear questions or requests for behavior change within immediate future; asking permission; recipient given choice to comply or not.	32 <u>Command</u> . Clear, firm, specific directions for behavior change in immediate future; recipient may be unclear; □I want statements; □look at this commands.	33 <u>Coerce</u> . Threatening directives for specific behavior changes in immediate future; contingent threat of personal injury (physical or emotional); can be nonverbal.
	41 <u>Request Ambiguous</u> . Vague or nonspecific requests for behavior change within immediate future; unclear requests for permission; one-word follow-up commands.	42 <u>Command Ambiguous</u> . Firm but unclear, nonspecific directives for behavior change in immediate future; one-word follow-up commands.	43 <u>Coerce Ambiguous</u> . Threatening and unclear or nonspecific directives for behavior change in immediate future.
	51 <u>Agree</u> . Verbal acquiescence to directives; granting permission; partial agreement; promises of eventual compliance.		53 <u>Refuse</u> . Verbal indication of non-compliance; refusing permission; partial refusals; not disagreements over facts.
Vocal Content		52 <u>Vocal</u> . Laughing; sobbing; humming; whistling; crying; non-verbal whining; □hm and □uh-huh.	

Nonverbal Content	71 <u>Positive Nonverbal</u> . Smiles; winks; OK signal; thumbs up; volunteering; nonverbal agreement to requests or directives.	72 <u>Neutral Nonverbal</u> . Shrugs, nods, indication that subject has heard or understood.	73 <u>Negative Nonverbal</u> . Threatening gestures; grabbing object; stomping; shaking finger/fist; frowning; scowling; nonverbal refusal.
Physical Content	81 <u>Touch</u> . Brief, casual contact; tickling; patting contact with single part of body--no disruptive force.		83 <u>Physical Aggressive</u> . Hit; pinch; shove; kick; bite; light spank; spit; destructiveness to objects; cruelty to animals; low-grade aversive contact.
Physical Content Cont.	91 <u>Hold</u> . Extended physical contact; hugs; embraces; massaging; holding another on lap; arm around another person; nondirective contact.	92 <u>Physical Interact</u> . Nonaversive directive physical contact; restraining; guiding; restricting physical movement; involved physical play.	93 <u>Physical Attack</u> . Hard/severe spank; kick; hit with object. Any severe physical aggression or highly aversive physical contact.
Compliance	01 <u>Comply</u> . Clear obedience to directive.		03 <u>Noncomply</u> . Clear disobedience to directive.
Valence	1 <u>Exuberant</u> : overjoyed; exhilarated; rejoicing; loving; excited; enthusiastic	2 <u>Positive</u> : warm; happy; responsive; concerned; affectionate; pleased; approving	3 <u>Neutral</u> . calm; mild; cordial; polite; pleasant.
			4 <u>Negative</u> : mild sadness; displeasure; irritation; contempt; hostility; disapproval 5 <u>Unrestrained negative</u> : extreme hostility; anger; irritation; depression; disapproval.
Activities	1 <u>Norm</u> : household jobs/chores; grooming; practice; housework; feeding.	2 <u>Play</u> : games w/rules; toy/object play; video games; craft/hobby; singing; coloring; sewing; physical play.	3 <u>Read</u> : looking/reading any printed matter; read aloud; read to; silent reading.
			4 <u>Eat</u> : eating meals, snacks, drinks. 5 <u>Unspecified</u> : sleeping; vacant gazing; daydreaming; walking around sulking; spacing out; conversation.