

The Interpersonal Process Code (IPC)

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Introduction

History. The Interpersonal Process Code (IPC) was based on three decades of observational research at the Oregon Social Learning Center. The mission of this research, initiated by Gerald Patterson and John Reid, was to understand the contribution of family interaction to the development of childhood antisocial behavior (Patterson, 1982; Patterson, Reid & Dishion, in press; Reid & Patterson, 1989), and to design effective intervention programs. The most recent observation tool used to study family interaction was the Family Process Code (FPC) (Dishion et al, 1983). This code was heavily influenced by the Family Interaction Coding System (FICS) (Reid, 1978). The FICS code worked well as an observational measure of treatment outcome, and for the early studies of coercive family processes (Patterson, 1982). The FICS code used a time sampling procedure, and therefore did not provide information as to the sequencing and duration required to develop a process model of the development of child antisocial behavior in families. The FPC was OSLC'S third generation effort to construct a process coding system, following the FICS. The Stimulus Control (Moore et al., 1977) and MOSAIC (Moore, Toobert et al., 1979) coding systems were the two codes that preceded the FPC.

The OSLC program of research on antisocial child behavior eventually lead to the study of the impact of peers on child antisocial behavior (Dishion, 1990; Patterson & Dishion, 1985). The FPC code was adapted to assess the interactions of adolescent boys and their friends in a videotaped problem solving task, structured after the family problem solving task designed by Forgatch, Fetrow & Lathrop (1985). This code was called the Peer Process Code (PPC) (Dishion et al., 1989), and bears a close resemblance to the FPC in respect to affective valence ratings and content codes. This code was subsequently simplified into the Playground Code (Rusby & Dishion, 1990) to study peer interaction on the playground, and as a tool to evaluate the effectiveness of preventive interventions in elementary schools.

Rationale. The high degree of similarity between the FPC, PPC and the Playground code made it clear to OSLC investigators that many of the code categories were useful for describing behavior in very different contexts (e.g., laboratory, playground, and home) and between different interactants (e.g., peer and family interaction). Moreover, it was clear that using similar coding definitions across contexts provided specific information as to the impact of context on interaction topography and patterns. One study (Dishion, Andrews & Crosby, 1991) compared equivalent behavior clusters describing parent-to-child interaction with those describing boy-to-friend interaction. This information made it possible to better understand the influence of interactant on the behavior patterns of the study boy; comparing his interactions with his parent(s) with those of his best friend.

It is assumed that to develop a comprehensive process model of children's social development (Patterson & Reid, 1984) that a coding system was needed to assess social exchanges across context and interactants. It was this goal that lead to the development of the Interpersonal Process Code (IPC). Some adaptations were made from previous coding systems. First, following the example of the Interactive Coding system (Fagot & Hagen, 1984), we included a

content code that specifically recorded instructional behavior (see below ADVISE). The behaviors included within this content category also include what Forgatch, Fetrow & Lathrop (1985) called Positive Solution. Such nondirective prompting and support of competent behavior is a positive addition to the previous generation of coding systems upon which the IPC is based.

Second, the affect ratings in the FPC and PPC were generally a bipolar scale ranging between Exuberant Affect and Angry Affect, with an extra category added for Sad affect. We have abandoned this system and adapted the affect categories developed by Dr. Hyman Hops and colleagues in the LIFE coding system (Hops et al., 1990), which is essentially a nominal list of affective states (e.g. Aversive, Happy, Caring).

The third change is that for the IPC we have made a concerted effort in reducing the total number of content codes. Collectively, OSLC has learned over the past few decades of doing observational research that simpler is better. Therefore we have added only one new code (i.e., Advise) and retained much of the simplicity obtained in the Playground code. To assure the adaptability of the IPC to varying contexts, we are leaving the use of activity switches to be variable depending on the observational context. These activity codes can be used to assess more macro-level dimensions of social interaction, much like Gottman's approach to coding both micro- and macro-level information on social interaction (1979; 1983). The set of activity codes used may vary depending on the interests of individual investigators.

The IPC was designed as an omnibus coding system focusing exclusively on the basic microsocial process occurring between two individuals. We understand that the coding system will not serve all research purposes, and other more specialized coding systems may be preferable or used in addition to the IPC. For example, the IPC will not assess problem solving interactions within families at the level of detail as the SPI FI coding system (Forgatch, Fetrow & Lathrop, 1985).

Acknowledgements. Dr. Hyman Hops is appreciated for his assistance in the development of the IPC. Dr. Hops was helpful at two phases of the project. The first phase was in our efforts to determine the viability of adapting the PPC, which was intended for adolescent peer dyads, to coding peer interaction on a playground setting involving elementary age children. He and Dr. Lew Lewin allowed us to code videotaped play sessions with elementary age children, and provided data on the children so we could examine the predictive validity of the coding categories. These data were instrumental for developing the simplified Playground Code from which this code is directly derived. Dr. Hops also consulted on the development of the affect categories, and assented to our adaption of Affect categories developed in the LIFE coding system.

Dr. Hill Walker provided valuable consultation on the development of the Playground Code as well as the IPC. The Social Involvement content code used

in the IPC was adapted from the first version of the systematic screening for Behavior Disorders (SSBD) Coding System (Walker & Severson, 1990). In addition, the activity codes used now in the IPC for coding children's peer interactions on the playground was adapted from the Walker Playground coding system (O'Neill, Ramsey, Shinn, Todis, Walker & Spira, 1985). In all phases of the development of the IPC, Dr. Walker's expertise in assessing children in school contexts was invaluable.

One of the great advantages of doing research at OSLC is the interchange of ideas and methodologies among researchers working on similar questions. As such all the researchers at OSLC have directly or indirectly contributed to this coding system. In particular, Dr. Marion Forgatch was especially active in the meetings where the structure of the code was designed and specifics of code definitions discussed. We relied heavily on her expertise in coding family problem solving interactions (Forgatch, Fetrow and Lathrop, 1985) as well as in improving our assessment of affect. Dr. Beverly Fagot helped specifically in the addition of an assessment of the instructional component to parent-child interaction as well as in the design of the overall code, assuring its applicability to children and families in early childhood. Drs. John Reid, Gerald Patterson, Kate Kavanagh and Patricia Chamberlain also served as the investigative steering committee that guided the progress made in developing the IPC. In addition, we acknowledge the invaluable and realistic feedback provided by former coders, some of whom have known intimately several OSLC coding systems, including especially Judy Ray and Margaret Lathrop.

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Gerald Patterson

Understanding and Prediction of Delinquent Behavior.
CVR 5 R01 MH37940-04

John Reid

Oregon Prevention Research Center. SRCM-I P50 MH46690-02

Marion Forgatch

Family Process Model for Depression in Mothers.
LCR-1 5 R01 MH38318-05

Beverly Fagot

Process of Fathering--Effect on His Child's Competence.
HUD-1 5 R01 HD19739-05

Thomas Dishion

Multi-Component Prevention for At-Risk Adolescents.
SRCD(25) 1 R01 DA07031-01

Patricia Chamberlain

Mediators of Male Delinquency: A Clinical Trial.

CVR 1 R01 MH47458-01

I. THE CODE

The Interpersonal Process Code (IPC) consists of three dimensions called Activity, Content, and Valence, which are recorded concurrently.

1-ACTIVITY refers to the global context or setting in which the interactions occur. The activity aspect of the code will vary according to setting and specific research questions. This manual will list possible choices for activity code which have been used in other coding systems. Details of each possible activity will be included in the Appendix. It is possible to code the IPC with no assigned activity code.

2-CONTENT CODES describe each verbal, nonverbal and physical behavior. The codes are defined a priori as positive, negative and neutral.

3-AFFECT VALENCE is the emotional tone accompanying the entry of every Content code and comprises six ratings: happy, caring, neutral, distress, aversive, and sad.

This manual is divided into three sections. The first is concerned with procedures for coding interactions with the Interpersonal Process Code. The following two detail the specific definitions of Content and Affect codes, including decision rules, examples, and nonexamples of every code category.

II. CODING PROCEDURES

The IPC is designed for a variety of settings and interactants. Among the possible settings for the Interpersonal Process Code are: family interaction in the home, peer interaction on the playground, student behavior in the classroom, family or peer interaction in a video-taped lab task, or video-taped therapy sessions.

IPC is entered in real time on a hand held event recorder. A five-digit entry is made for each coded behavior, recording initiator (one digit), content code (two digits), recipient (one digit), and the emotional valence of the behavior (one digit). Toggle switches or special programmed keys are used to record the global context of the behaviors. Each coding session will focus on a particular interactant and will last for 10 minutes. Specific decisions regarding focusing time, however, may vary depending on different research questions.

PERSON NUMBERS:

Each interactant is assigned a number for coding purposes. They are as follows:

VALID INITIATORS (1st digit)	VALID RECIPIENTS (4th digit)
1= Boy Target Child	1= Boy Target Child
2= Adult Male (ie: father)	2= Adult Male (ie: father)
3= Adult Female (ie: mother)	3= Adult Female (ie: mother)
4= Boy (older brother or peer) or Boy peer regardless of age	4= Boy (older brother or peer) or Boy peer regardless of age
5= Girl (older sister or peer) or Girl peer regardless of age	5= Girl (older sister or peer) or Girl peer regardless of age
6= Boy (younger brother or peer)	6= Boy (younger brother or peer)
7= Girl (younger sister or peer)	7= Girl (younger sister or peer)
8= Girl Target Child	8= Girl Target Child
	9= Multiple Recipients
	0= Objects or pets

In each five digit code entry, the initiator number is the first and the recipient is the fourth. Person numbers are used to indicate the initiator and recipient of each content code recorded and to define the valid initiators and recipients for the computer editing program. Parents, interviewers, teachers, playground aides, or other adults are coded as either initiators or recipients of a behavior when they are interacting with the targeted child. Multiple persons (#9) or pets (#0) cannot be initiators.

In the following situations the recipient is coded as 9 (multiple):

- 1) The initiator is talking to more than one person present.
- 2) The initiator is talking to person about someone else who is present (and listening).

Examples:

Playground Aide: "Did you guys want the soccer ball?" (31293)
Child to mother about sister who is listening: "She's stupid." (12393)

Directives can be coded to multiple persons (9) as a recipient. Code cooperative or non-cooperative responses, however, from the targeted child only.

Teacher: "OK, everyone line up." 33293
All children including the target child line up. 16133

A directive aimed at one person should not be coded with multiple persons (9) as a recipient, even if others are listening.

A group of children are playing ball and the target child says: "Sarah, pass me the ball." 83253

Before beginning a coding session, the accurate header information should be entered. The coder begins the session by coding "99999" and selecting the appropriate activity. At this point the coding of the targeted child's interactions begins. At the end of the session "99999" is entered before quitting.

Possible Activity Codes:

Family Interaction (activity the focused child is involved in)

- 1= Work
- 2= Play
- 3= Read
- 4= Eat
- 5= Attend
- 6= Unspecified

Lab Task (problem solving or therapy session)

- 5= On task, on topic
- 6= Off task, off topic

Peer Interaction (Antisocial)

- No switch on= not antisocial
- 6= Antisocial

Lab Task (Problem solving issues)

- 1= Planning activity
- 2= Target child's problem
- 3= Peer's or parent's problem

Playground Interaction

(based on the Peer Social Behavior Code, Walker & Severson)

- 1= Free Play
- 2= Participation
- 3= Parallel Play
- 4= Alone

CONTENT CODES

Content codes describe interactional behaviors initiated by the target, peers, teacher, playground aide, parent, siblings, therapist, or any other person who interacts with the targeted child. The codes are divided among three relatively independent categories, namely Verbal, Non-verbal, and Physical. Below are the three categories and the content codes sampling each category.

	POSITIVE	NEUTRAL	NEGATIVE
VERBAL	Positive Talk (11) Positive Interpersonal (21)	Talk (12) Advise (22) Directive (32)	Negative Talk (13) Negative Interpersonal (23)
NON-VERBAL	Cooperative (61)	Social Involvement (62)	Non-cooperative (63)
PHYSICAL	Positive Physical (91)	Physical Interact (92)	Negative Physical (93)

The two dimensions of this grid are: the behavior category (i.e.: verbal, non-verbal, and physical) and the behaviors' a priori social impact (i.e.: positive, neutral and negative).

The Interpersonal Process Code is designed to track frequency, sequence, and duration of interactive behavior. Frequency is recorded by each entry of a content behavior as it occurs. Sequence is the order in which the behaviors are coded. Duration extends from the entry of the first digit of the five digit code to the entry of the first digit of the next code. That next code might be the next codable behavior or a stop code (99999), signifying that all interactive behavior has stopped. The stop code, (99999) is entered two seconds after the cessation of interactive behavior of the targeted child.

If the targeted child temporarily moves out of view or hearing range, code (55555) until you are repositioned and can begin to code again. If the targeted child leaves the playground or room for any reason (i.e.: to go to the bathroom), code a "0". When the child returns, code "0000" and continue coding. The first "0" will begin a time out, and the last four 0's will end the time out. If the child is disciplined and has to sit by him/herself, code a time out "0" as well.

It is also possible to show that a behavior is ongoing, while other behaviors have continued to occur. This is done by entering the initiator and the content code of the ongoing behavior that has just stopped, then two 9's.

For example, if the target boy starts humming and continues to hum while a peer talks to him, the interactions would be coded as:

1	62	4	1
target	hums	peer	positive valence
4	12	1	3
peer	"I got new shoes"	target	neutral valence

1	62	9	9
target	-----stops humming-----		

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. The stop code is reserved for behaviors that are salient and clearly ongoing, or for notable pauses in the subjects' behavior or interaction. If two behaviors begin simultaneously, use the following order of priority to decide which code is more important:

1. Negative and Positive Interpersonal and Negative and Positive Physicals
2. Negative and Positive Talk, Directive, and 61 and 63 in response to a directive
3. Advise and Physical Interact
4. Talk
5. Non-verbal

Where there are two simultaneous codes of equal priority, the codes are entered sequentially as quickly as possible. If the simultaneous behaviors are not of equal priority, only the higher priority behavior is coded.

An important consideration is the independence of the content code (positive, neutral, or negative) and the accompanying affect rating. The content should have no influence on the coding of affect with which it was delivered. The coder must not interpret or infer intent of the interactant's behavior, but refer to the manner in which verbal behavior is worded and the immediate context of the behavior. For example, a Positive Talk (11) can be accurately coded with any of the six valence ratings.

- Content codes are coded by face value, not by context, unless:
- 1) A slang term is used. Code by the current meaning of the slang word or phrase.
 - "Your shoes are so cool." Positive Interpersonal (21)
 - "You're rad." Positive Interpersonal (21)
 - 2) The sentence is left unfinished (Bracketed Adjectives)
 - #1: "You're clumsy." Negative Interpersonal (23)
 - #5: "You are." Negative Interpersonal (23)
 - and
 - #1: "You're really nice." Positive Interpersonal (21)
 - #4: "So are you [really nice]." Positive Interpersonal (21)
 - 3) Determine the meaning of synonym by context in which it is used.
 - "You're sharp." Positive Interpersonal (21)
 - "Your pencil is sharp." Talk (12)
 - "Your shoes are sharp." Positive Interpersonal (21)

CONTENT CODES: DEFINITIONS

11. POSITIVE TALK: This code describes positive verbal behaviors which do not refer directly to the interactant. Positive Talk includes positive statements about oneself, as well as statements of positive emotion, compliments, and empathy or support of someone not present. Approval or positive evaluation of a situation or occurrence is coded Positive Talk. Verbal agreement to a directive is coded Positive Talk (11) also.

Decision Rules:

- 1) Positive statements about self or anyone not present are coded Positive Talk (11).
 - "I'm a great soccer player." Positive Talk (11)
 - "Your sister sure is good looking." Positive Talk (11)
 - "I like his shoes." Positive Talk (11)

However, positive statements directed to someone who is present are coded Positive Interpersonal (21).

"You're great at basketball." Positive Interpersonal (21)

"You're smart." Positive Interpersonal (21)

Statements of preference which do not refer to another person are coded Talk (12).

"I like the color blue." Talk (12)

- 2) Statements of unqualified or positive emotion towards a person not present are coded Positive Talk (11).
 "I'm in love with him." Positive Talk (11)

 Whereas statements of unqualified or positive emotion towards a person present are coded Positive Interpersonal (21).
 "I love you." Positive Interpersonal (21)
- 3) Empathy, support or coming to the defense of someone not present is coded Positive Talk (11), unless it includes a negative component.
 "He's trying to do his best." Positive Talk (11)
 "She couldn't help it, 'cus she's a dweeb." Negative Talk (13)

 Empathy or support for someone present is coded Positive Interpersonal (21).
 "You couldn't help it, the bus was late." Positive Interpersonal (21)
 "That must have really been hard for you." Positive Interpersonal (21)
- 4) Agreement is coded Positive Talk if it implies compliance to a directive.
 #1: "Go get the ball." Directive (32)
 #4: "Okay." Positive Talk (11)

 If the statement is simply an acknowledgement of a statement or agreement with a factual statement, code Talk (12).
 #8: "I want to get a new bike." Talk (12)
 #4: "Yeah" Talk (12)
 and
 #1: "I think the answer is five." Talk (12)
 #3: "That's right." Talk (12)
- 5) Approval or positive evaluation of a situation or occurrence is coded Positive Talk (11). The situation can be from the past, present or future.
 "I had a great time at her house last night." Positive Talk (11)
 "This game is fun." Positive Talk (11)
 "It's rad that your mom is into letting you go to the party." Positive Talk (11)
- 6) A positive evaluation of a specific object or person's possessions (including pets) is coded Positive Talk (11). If the object pertains to an interactants skill or appearance, code Positive Interpersonal (21).
 "I like your lunch box." Positive Talk (11)
 "That's a cool shirt." Positive Interpersonal (21)
- 7) Positive exclamations are coded Positive Talk (11).
 "Right on!" Positive Talk (11)
 "Far out." Positive Talk (11)

Examples:

- 1) "I'm smart." Positive Talk (11)
- 2) "I feel great." Positive Talk (11)

- 3) "Radical." Positive Talk (11)
- 4) "His haircut looks great." Positive Talk (11)
- 5) "Help me hang this up." Directive (32)
"Sure." Positive Talk (11)
- 6) "She did a fantastic job." Positive Talk (11)
- 7) "I get good grades in math." Positive Talk (11)
- 8) "I'm in love." Positive Talk (11)
- 9) "I feel sorry for him, he's always getting picked on." Positive Talk (11)
- 10) "My dad does most everything well." Positive Talk (11)
- 11) "I'd kill to have a BMX bike like yours." Positive Talk (11)
- 12) "That book was interesting." Positive Talk (11)
- 13) "This apple tastes good." Positive Talk (11)

Non-Examples :

- 1) "I'm sorry I hit her, but she's so bossy." Negative Talk (13)
- 2) "I like playing with you." Positive Interpersonal (21)
- 3) "I like chocolate." Talk (12)
- 4) "Do you want to play soccer?" Talk (12)
"Okay." Talk (12)
- 5) "You're my best friend." Positive Interpersonal (21)
- 6) "My dad's stronger than your dad." Negative Talk (13)
- 7) "Be on my team." Directive (32)
(Peer nods head affirmatively.) Social Involvement (62)
- 8) "That's right, the capital of Oregon is Salem." Talk (12)
- 9) "Great drawing." Positive Interpersonal (21)

12. TALK: This is a code describing general conversation, including chit-chat about routine matters, relating stories, conversation about past or present, questions and answers, or verbal acknowledgements of another's statement. Also included are verbal jokes, requests for permission, statements of facts, and impersonalized, nonevaluative, agreements or disagreements.

Decision Rules :

- 1) Singing with words is coded Talk (12).
- 2) Calling someone's name to get their attention is coded Talk (12).
- 3) Self-defensive statements are coded Talk (12), unless they contain specific positive content or a counter attack.
 - #4: "You're a nerd." Negative Interpersonal (23)
 - #1: "No I'm not." Talk (12)
 - versus
 - #4: "You're a nerd." Negative Interpersonal (23)
 - #1: "No I'm not, you are." Negative Interpersonal (23)
 - versus
 - #3: "Andi, you screwed up your chores as usual!" Negative Interpersonal (23)
 - #8: "No I didn't, I did them good because I'm so responsible!" Positive Talk (11)
- 4) When a person is the brunt of teasing or joking which has a humiliating element, code Negative Interpersonal (23).

"Did you just see a horror movie or is that a new perm?"
Negative Interpersonal (23).

- 5) "We" statements of positive regard are coded Positive Interpersonal (21) if it pertains to an interactant who is presently listening.
"We're so smart." Positive Interpersonal (21)

"We" statements which contain name calling and are clearly negative are coded "Negative Interpersonal (23) if it pertains to an interactant who is presently listening."
"We're real mean." Negative Interpersonal (23)
- 6) Unintelligible or inaudible statements will be coded Talk (12).
- 7) Disagreements or agreements with a factual statement are coded Talk (12), while negative or positive evaluations of one's ideas are coded Negative Interpersonal (23) or Positive Interpersonal (21) respectively.
"That's right." Talk (12)
"You're right." Positive Interpersonal (21)
"Good idea." Positive Interpersonal (21)
"Bad idea." Negative Interpersonal (23)
- 8) Personal preference is coded Talk (12). Evaluations involving people are coded with the appropriate positive or negative code.
"I like the color blue." Talk (12)
"I like your dress." Positive Interpersonal (21)
"Good idea." Positive Interpersonal (21)
"Bad idea." Negative Interpersonal (23)

Examples:

- 1) "Why don't you take algebra next term?" Talk (12)
- 2) "I am not dumb!" Talk (12)
- 3) "I think those kids should be suspended for fighting." Talk (12)
- 4) "That's not right." Talk (12)
- 5) "Do you want to make a bet?" Talk (12)
- 6) "I'll trade you." Talk (12)
- 7) "You flunked math, didn't you?" Talk (12)
- 8) "OK, so what do you want to talk about?" Talk (12)
- 9) "I don't want to be the one to tell you kids to pick up after yourselves anymore." Talk (12)
- 10) "I really don't like going to the movies. Let's do something else." Talk (12)
- 11) "The thing is, if I let you go to bed at 10:00 then all the kids will want to." Talk (12)
- 12) "The pie I baked is really runny." Talk (12)
- 13) "The Empire State Building is the tallest building in the world." Talk (12)
"No it's not." Talk (12)
- 14) "I like ice cream." Talk (12)

Nonexamples:

- 1) "Will you please come here?" Directive (32)
- 2) "You couldn't do it, you're too dumb." Negative Interpersonal (23)
- 3) "Make a bet with me." Directive (32)
- 4) "Want a piece of candy?" Positive Interpersonal (21)
- 5) "We're awesome." Positive Interpersonal (21)
- 6) "Um." Social Involvement (62)

- 7) "I am no good at baking pies." Negative Talk (13)
- 8) "I like your mom's cooking." Positive Talk (11)

13. NEGATIVE TALK: This code describes negative verbal behavior which does not refer directly to the interactant. Negative Talk includes blame, tattling, statements of negative emotion, and criticism of someone not present. Negative self-statements, self-pity and defeatist statements are Negative Talk (13). A complaint or criticism about a situation or occurrence is coded Negative Talk (13) as well. Refusal of a directive is also coded Negative Talk (13).

Decision Rules:

- 1) Negative statements about oneself or anyone not present are coded Negative Talk (13).
 - "I'm so stupid." Negative Talk (13)
 - "The teacher is so mean." Negative Talk (13)

However, negative statements directed towards someone who is present are coded Negative Interpersonal (23).

 - "You're a slow runner." Negative Interpersonal (23)
 - "You're crazy." Negative Interpersonal (23)
 - "All the boys in this family are morons." Negative Interpersonal (23) (If the brother is presently listening.)
- 2) Statements of unqualified or negative emotion towards a person not present are coded Negative Talk (13).
 - "I hate him." Negative Talk (13)

Whereas, statements of unqualified or negative emotion towards someone present is coded Negative Interpersonal (23).

 - "I can't stand you." Negative Interpersonal (23)
- 3) Self-aggrandizement at another's expense is coded Negative Talk (13) if that person is not present.
 - "I can do it better than she can." Negative Talk (13)
 - (The Negative Talk takes precedence over Positive Talk here.)

However, self-aggrandizement at another's expense is coded Negative Interpersonal (23) if that person is presently listening.

 - "I can do it better than you." Negative Interpersonal (23)
- 4) Complaints or criticisms about a situation in the past, present or future are coded Negative Talk (13), including one word complaints (such as swearing).
 - "I'm cold." Negative Talk (13)
 - "That's not fair." Negative Talk (13)
 - "Rats." Negative Talk (13)
 - "Damn." Negative Talk (13)
 - "It would be terrible if he came to the party." Negative Talk (13)

However, swear words used in expressions which are not complaints are coded Talk (12).

 - #1: "I got an A on my homework." Positive Talk

(11)

- #4: "No shit!" Talk (12)
- 5) Negative evaluation of a specific object or person's possessions (including pets) are coded Negative Talk (13). If the object pertains to an interactant's skill or appearance, code Negative Interpersonal (23).
 "Your dog is ugly." Negative Talk (13)
 "Your shoes are gross." Negative Interpersonal (23)
 - 6) Defensiveness will not automatically be coded Negative Talk (13), unless the statement includes criticism, blame or self-pity.
 "I did not mess up." Talk (12)
 "I always get blamed for everything." Negative Talk (13)
 "I didn't do it, Alex did." Negative Talk (13)
 - 7) Disagreement is coded Negative Talk if it implies refusal to a directive.
 #4: "Get out of the way." Directive (32)
 #1: "No." Negative Talk (13)

 If the disagreement is in response to a factual statement, code Talk (12).
 #5: "It's almost 2:00" Talk (12)
 #1: "That's wrong." Talk (12)
 - 8) Defeatist statements are coded Negative Talk (13). These statements must be global in nature.
 "Nothing will work." Negative Talk (13)
 "It's hopeless." Negative Talk (13)

 If the statement is not global and is a present statement of fact, code Talk (12).
 "I can't do this math problem." Talk (12)

Examples:

- 1) "I can't ever make a basket." Negative Talk (13)
- 2) "He's ugly." Negative Talk (13)
- 3) "He hit me." Negative Talk (13)
- 4) "Recess is too short." Negative Talk (13)
- 5) #3: "Come inside now." Directive (32)
 #8: "I don't want to." Negative Talk (13)
- 6) "It's her fault, not mine." Negative Talk (13)
- 7) "Ouch." Negative Talk (13)
- 8) "I can never do it, I give up." Negative Talk (13)
- 9) "I'm the only one around here who ever cleans up." Negative Talk (13)
- 10) "She didn't do it right." Negative Talk (13)
- 11) "Oops." Negative Talk (13)

Non-Examples:

- 1) "You can't play, you lose all the time." Negative Interpersonal (23)
- 2) "You really are a dip." Negative Interpersonal (23)
- 3) #1: "Will you come over tonight?" Talk (12)
 #5: "Uh, uh." Social Involvement (62)
- 4) "I hate spinach." Talk (12)
- 5) "Stop bothering me." Directive (32)
- 6) "I can't jump rope backwards." Talk (12)

21. POSITIVE INTERPERSONAL: Positive interpersonal refers to verbal expressions of approval of another's behavior, appearance or state. It includes personalized praise, statements of unqualified positive emotion, support and empathy towards the person. Politeness, such as apologies, thanks, and volunteering are also coded Positive Interpersonal (21). Positive name calling which is complimentary in context is coded Positive Interpersonal (21) as well. Positive Interpersonal must be directed at a person who is present and listening.

Decision Rules:

- 1) Positive statements about self are coded Positive Talk (11). Positive statements about anyone not present are coded Positive Talk (11).
 "I'm a good cook." Positive Talk (11)
 "I made a great hamburger last night." Positive Talk (11)
 "Your brother is so smart." Positive Talk (11)
- 2) Specific offers of food, an object, or help which is potentially observable within the session are coded Positive Interpersonal (21).
 "Want a piece of gum?" Positive Interpersonal (21)
 "I'll take you to the movies on Friday." Talk (12)
 "I'll help you with your homework now." Positive Interpersonal (21)
 Suggestions of going somewhere together without offering to drive or pay another's way, however, are coded Talk (12).
 "Let's go to the movies together." Talk (12)
- 3) All apologies are positive, unless there is clearly a negative attack on another.
 "I'm sorry, but you're a jerk." Negative Interpersonal (23)
 "I'm sorry I wrecked your skateboard." Positive Interpersonal (21)
- 4) Impersonalized statements of preference are coded Talk (12), while statements relating to a person present are coded Positive Interpersonal (21).
 "I like your shoes." Positive Interpersonal (21)
 "I like that kind of music best, don't you?" Talk (12)
- 5) Statements are coded at face value. In cases where valence rating is the determining factor between positive and negative, code neutral content and affix the appropriate valence.
 "You could do it, if you tried harder." (said enthusiastically)
 Talk (12) with valence 1.
 "You could do it, if you tried harder." (said angrily)
 Talk (12) with valence 5.
- 6) Coming to the defense of a person who is present is coded Positive Interpersonal (21).
 "But you couldn't help it, he pushed you off of the slide." Positive Interpersonal (21)
- 7) Questions which include praise are coded Positive Interpersonal (21).
 "Did you get an A like always?" Positive Interpersonal (21)

- 8) Polite statements such as "Thank you," "You're welcome" and "Excuse me" (when it is not intended as a directive) are coded Positive Interpersonal (21). However, "Please" is coded either Talk (12) or Directive (32).

"Move please." Directive (32)

"Can I please play with it tomorrow?" Talk (12)

Examples:

- 1) "Sorry about that." Positive Interpersonal (21)
- 2) "He's not better than you just because he's bigger." Positive Interpersonal (21)
- 3) "We really had fun at the party the other night, huh, buddy?" Positive Interpersonal (21)
- 4) "That must have hurt." Positive Interpersonal (21)
- 5) "You are pretty smart." Positive Interpersonal (21)
- 6) "This is for you." (hands peer a piece of gum) Positive Interpersonal (21)
- 7) "I'm sorry I blew it." Positive Interpersonal (21)
- 8) "I like you." Positive Interpersonal (21)
- 9) "If I were in the situation you were in, I'd have done the same thing." Positive Interpersonal (21)
- 10) "I liked the way you got him to shut up." Positive Interpersonal (21)
- 11) "That's a cool shirt you're wearing." Positive Interpersonal (21)
- 12) "You're right" Positive Interpersonal (21)

Nonexamples:

- 1) "My sister can make a basket from just about anywhere on the court." Positive Talk (11)
- 2) "I'm sorry I punched you, but you're such a hose head." Negative Interpersonal (23)
- 3) "Your mom's a great swimmer." Positive Talk (11)
- 4) "I get good grades in biology." Positive Talk (11)
- 5) "That's right." Talk (12)

22. ADVISE: Advise (22) includes directions, instructions or future suggestions which teach a behavior or specific skill. Statements coded as Advise may be very specific and concrete, or abstract and philosophical. Advise (22) also includes suggestions on how to resolve a problem, focusing either on "what to do" or "what not to do", given a particular situation.

Decision Rules:

- 1) Future suggestions which are an attempt to teach a new behavior, set of behaviors or specific skill, or to resolve a problem are coded Advise (22).

"When we play snake at recess you take the jump rope and twirl it around so everyone can jump over it." Advise (22)

"Why don't you share at recess, then you won't get into a fight." Advise (22)

However, a suggestion which can be complied with during the session is coded a Directive (32).

"Why don't you bring it to me now?" Directive (32)

"Why don't you knock it off?" Directive (32)

"Why don't you try putting the puzzle piece over there?" Directive

(32)

A suggestion of a future activity is coded Talk (12) when there is no attempt to teach or problem solve.

"We could go to the movies tomorrow." Talk (12)

"Let's play video games after school today." Talk (12).

- 2) Advise (22) is also coded if the statement or future suggestion is part of an attempt to convey a larger concept relating to a behavior or skill.
"What you can do to get better grades is study one hour each evening, whether or not your homework is due the next day." Advise (22)
versus
"For chores you have to study one hour a night and feed the dog when you are done." Talk (12)
- 3) Advise is differentiated from a command when an explanation is given for the behavior change. It is double coded if there is a Directive (32) in the statement as well as an Advise (22).
"I want you to take a sponge and the Comet and wipe off the sink."
Directive (32)
"Put the Comet on the stain and sprinkle it with water. Then let it sit. (If behavior is observable in the interaction, code Directive (32).) That will bleach the stain. Then if you scrub it with your sponge a few minutes later, the whole sink will be clean." Advise (22)
- 4) Brief statements of factual information will be coded Talk (12).
"The deepest canyon in the world is in Peru." Talk (12)
- 5) Explanations of why a person is acting a certain way, or how a mechanical or physical phenomenon works will be coded Talk (12) if there is no accompanying attempt to teach a skill or behavior.
"Now I will explain how a light bulb works...." Talk (12)
- 6) Suggestions or ideas for ways to solve a problem may be outlandish, unrealistic or antisocial.
"We could shoot your mom." Advise (22)
"You could stop eating altogether." Advise (22)
- 7) Anticipating special circumstances of a solution is coded Advise (22).
#2: "If his bedtime is at 8:30, but there is a special show he's watching, should we let him stay up later?" Talk (12)
#3: "We could let him stay up that night and go to bed earlier the next night." Advise (22).
- 8) When the proposed solutions contain a negative or positive aspect, code the appropriate negative or positive code.
"Next time, don't act so stupid." Negative Interpersonal (23)
#1: "This test is going to be hard. What should I do?" Talk (12)
#3: "You always do well when you study." Positive Interpersonal (21)

Examples:

- 1) "What you do is take the dough and roll it in little balls. Then you put it on the cookie sheet." Advise (22)
- 2) "You could try asking your teacher for study questions and then bringing

- those home for us to go over before your next test. That might make a difference in your grade." Advise (22)
- 3) "This is what you can do. Ignore your sister when she calls you names. That means just walk away and don't talk back. She just does it to get you mad." Advise (22)
 - 4) "Aunt Mildred is very sick. When you visit her don't stay too long or run around and make a lot of noise." Talk (12)
 "Why?" Talk (12)
 "Because it could tire her out. People who are sick don't have very much energy and can get sicker if they use up too much energy at once." Advise (22)
 - 5) "No, you don't do it that way, you put the pawns in front..." Advise (22)
 - 6) "You should do the laundry before your soccer game." Advise (22)
 - 7) "Next time, don't do your homework so quickly." Advise (22)

Nonexamples:

- 1) "Did you know the Grand Canyon is the largest canyon in North America?" Talk (12)
- 2) "Stir more slowly." Directive (32)
- 3) "People get irritable when they are stressed out, that is why your father isn't very nice after a hard day at work." Talk (12)
- 4) "Well, let me tell you about how the world works..." Directive (32)
- 5) "You shouldn't have done such sloppy work." Negative Interpersonal (23)
- 6) "Why don't you turn down your radio?" Directive (32)

23. NEGATIVE INTERPERSONAL: Negative interpersonal refers to personalized and unqualified disapproval of a person present or statements of unqualified negative emotion toward a person. Name calling, threats, and specific humiliation of an interactant are coded as Negative Interpersonal. This includes verbal expressions that contain specific critical judgment or disapproval of the person's appearance or behavior. Coercive directives that have a threatening or derogatory element are double coded. First code Directive (32) and then code Negative Interpersonal (23). The threat must imply impending physical, emotional, or psychological harm to be coded Negative Interpersonal.

Decision Rules:

- 1) Derogatory name calling of one's self is coded Negative Talk (13).
 "I get bad grades because I'm stupid." Negative Talk (13)
 Derogatory name calling of anyone not present is coded Negative Talk (13).
 "She's so mean, she won't let us play that game anymore." Negative Talk (13)
- 2) Derogatory name calling includes racist name calling.
 "You are a Jap." Negative Interpersonal (23)
 "You are Japanese." Talk (12)
 "You gringo." Negative Interpersonal (23)
- 3) When a directive is meaningless, absurd, impossible to comply with, or simply rhetorical, and where the primary message is humiliating or insulting, code 23 (Negative Interpersonal).
 "Drop dead." Negative Interpersonal (23)
 "Don't be such a nerd." Negative Interpersonal (23)

- 14) "You're crazy." Negative Interpersonal (23)
- 15) "You're acting like a jerk." Negative Interpersonal (23)
- 16) "You're wrong." Negative Interpersonal (23)
- 17) "Bad idea." Negative Interpersonal (23)

Nonexamples:

- 1) "That's wrong." Talk (12)

- 2) "The jerk at the grocery store gave me the wrong change." Negative Talk (13)
- 3) "Your dad's a pig." Negative Talk (13)
- 4) "If you don't play with me now, I won't split the money with you." Talk (12)
- 5) "She shouldn't act like that." Negative Talk (13)
- 6) "You better stop it, or you'll have to give it back." Directive (32)
- 7) "You better stop hitting me." Directive (32)
- 8) "Shut up." Directive (32)

32. DIRECTIVE: Commands for a behavior change which could occur within the observation are coded Directive. To code Directive, compliance must be potentially observable within the context of the session. Directive is also coded when commands are made to the interactant to not repeat a previously performed behavior.

Decision Rules:

- 1) "I want" statements that function as commands are coded Directive (32).
 "I want" statements indicating personal preference are coded Talk (12).
 "I want you to stop making that noise." Directive (32)
 "I want a new bicycle." Talk (12)
 "I want to go home." Talk (12)
 "I want to do it by myself." Directive (32)
 "I want to be smarter." Talk (12)
- 2) Code Directive for verbal behavior only. Code nonverbal or vocal behavior that implies a directive Social Involvement (62).
- 3) One-word follow-up commands such as "Billy!", "Please!", or "Now!" are coded Directive (32).
 #1: "Pick that up." Directive (32)
 #4: Ignores peer. Non-cooperative (63)
 #1: "Hey!" Directive (32)
- 4) 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 Negative Interpersonal (23).
 "Drop dead." Negative Interpersonal (23)
 "Go jump in the lake." Negative Interpersonal (23)
- 5) "I dare you" can function as a directive, when it is a reprompt of a directive or part of a sentence which contains a directive; otherwise, "I dare you" is coded Talk (12).
 #1: "Get up and take the ball." Directive (32)
 #4: "No." Negative Talk (13)
 #1: "I dare you." Directive (32)
 and
 "I dare you to get up and block the camera." Directive (32)
 and
 #1: "I don't want to ask her over to my house."
 Talk (12)
 #4: "I dare you." Talk (12)
- 6) Commands in the form of a question are coded Directive (32).
 "Will you give me my coat back?" Directive (32)
 "Would you help me?" Directive (32)

- However, requesting permission is coded Talk (12).
"Can I make some popcorn now?" Talk (12)
- 7) Do not include first time directives which are specified, dictated, or required by the activity as a Directive (32), such as "your turn". If it is repeated soon after, code Directive (32).
Dad: "It's your turn to roll the dice." Talk (12)
Child does nothing.
Dad: "It's your turn." Directive (32)

Examples:

- 1) "Pick up the paper you dropped." Directive (32)
- 2) "Please move out of the way." Directive (32)
- 3) Brian get gum out of his pocket. (no code)
"I want a piece of gum, Brian." Directive (32)
- 4) "Stop being so bossy." Directive (32), Negative Interpersonal (23)
- 5) "Cool it while I'm talking." Directive (32)
- 6) "Slow down!" Directive (32)
- 7) "Look at the bruise I got." Directive (32)
- 8) "Listen to me." Directive (32)
- 9) "Hey, come over here." Directive (32)
- 10) "Stop whining!" Directive (32)
- 11) "You better shape up if you want to borrow my bike." Directive (32)
- 12) "Shhh." Directive (32)
- 13) "Let's go knock it over." Directive (32)
- 14) "Time out!" Directive (32)
- 15) "Let's go play baseball." Directive (32)

- 16) "John." Talk (12)
 (no response)
 "Throw the ball." Directive (32)
 (no response) Non-cooperative (63)
 "John." Directive (32) as a reprompt
- 17) "Here!" Directive (32) as in "throw it here"
- 18) "You better cool it." Directive (32)
- 19) "Will you throw this away for me?" Directive (32)
- 20) "Stop being so clumsy." Directive (32), Negative Interpersonal (23)

Nonexamples:

- 1) "Uh, uh, uh" (admonishingly) Social Involvement (62)
- 2) "Get lost." Negative Interpersonal (23)
- 3) "I want to be as smart as you." Positive Interpersonal (21)
- 4) "Let's go to the movies tomorrow." Talk (12)
- 5) "If you weren't so clumsy, you would have caught it." Negative Interpersonal (23)
- 6) "Could I borrow your coat?" Talk (12)

61. COOPERATIVE: The act of clearly complying to another's directive is coded Cooperative (61). This code also pertains to behavior which is facilitative to group activity. Cooperative (61) applies to non-verbal and non-physical behaviors only.

Decision Rules:

- 1) When compliance to a directive is unclear, do not code Cooperative (61).
 #2: "John, be more careful with my photograph." Directive (32)
 #1: "I'll try." Positive Talk (11)
 (John continues to look at photograph with no discernable difference in his behavior.) - no code
- 2) It is possible to code a Negative Talk (13) as a refusal of a directive and a Cooperative (61).
 #4: "Give me my pencil back." Directive (32)
 #8: "No way." Negative Talk (13)
 (#8 gives back the pencil) Cooperative (61)
- 3) When compliance to a directive is coded, code Cooperative (61) first and then the compliant behavior.
 #5: "Give me 'five'" Directive (32)
 #1: (gives the 'high five') Cooperative (61), Positive Physical (91)

- 4) When a directive demands a disruptive act, and one complies, first code Cooperative (61) for compliance and then Non-cooperative (63) for the disruption.
 #4: "Go knock over the blocks." Directive (32)
 #1: (knocks over the blocks) Cooperative (61), Non-cooperative (63)
 - 5) Cooperative (61) does not include actions which are part of the formalized rules of a game.
 -Child passes the football to a team member. Physical Interact (92)
 -Father gives a playing card to his daughter. Physical Interact (92)
 - 6) Only code Cooperative (61) when the action is facilitative to a group. When working alone on a project Cooperative (61) is not coded.
 -Child adds a piece to a puzzle that everyone is doing together. Cooperative (61)
 -Children are putting together puzzles side by side. (No code)
 - 7) When coding Cooperative (61) for behavior which is facilitative to a group, the recipient of the behavior is 9 (multiple).
 -Child puts a flag on the sand castle a group of children are building. 16193
- When coding Cooperative (61) for compliant behavior, the recipient will correspond to the person who gave the directive.
 #4: "Play with me." 43213
 #1: Comes over to play. 16143

Examples:

- 1) Child retrieves a ball which goes "out of bounds." Cooperative (61)
- 2) #6: "Please take your feet off the table." Directive (32)
 #1: "Okay." Positive Talk (11)
 #1: (Takes feet off of the table) Cooperative (61)
- 3) Child places block on tower that a group of children are building. Cooperative (61)
- 4) #3: "Tell me what you were up to today." Directive (32)
 #8: "Well, I played basketball." Cooperative (61), Talk (12)
- 5) Child pours ingredients into a bowl, while another stirs. Cooperative (61)

- 6) #4: "John, hand me that pen and sit down." Directive (32)
 #1: (hands over the pen, but doesn't sit down). Double- code:
 Cooperative (61), Non-cooperative (63)

Non-Examples:

- 1) Peer throws basketball to team member. Physical Interact (92)
- 2) Child hugs peer who has fallen down. Positive Physical (91)
- 3) #5: "Don't do that." Directive (32)
 #8: (Doesn't change behavior) No code if the previous directive is too unclear.
- 4) Teacher guides child's hand, demonstrating how to draw a star. Positive Physical (91)
- 5) Children are building sand castles side-by-side. (No code)

62. SOCIAL INVOLVEMENT: Social Involvement (62) is coded for behaviors that are interactive, yet not accompanied by verbal or physical behavior. Any audible vocal expressions, including laughter, whistling, crying, and neutral vocal expressions of acknowledgement are coded Social Involvement (62). This code also includes any nonverbal and nonvocal interactive behaviors, such as facial expressions, hand gestures, or head nodding.

Decision Rules:

- 1) The positive, negative, or neutral nature of vocalizations and non-verbal interactions will be expressed with valence.
- 2) When behaviors are simultaneous, verbal and physical codes take precedence over vocal. In this situation, nonverbal interactions are represented in the valence.
 "You turkey." (said while smiling) Negative Interpersonal (23),
 Valence (1)
- 3) When a vocalized agreement is said in response to a directive, code Positive Talk (11). When a vocalized disagreement is said in response to a directive, code Negative Talk (13).
 #3: "Sit down." Directive (32)
 #1: "Uh uh." Negative Talk (13)
 and
 #8: "Come here." Directive (32)
 #4: "Uh huh." Positive Talk (11)
 and
 #2: "Did you do your homework?" Talk (12)
 #1: "Uh huh." Social Involvement (62)

Examples:

- 1) Laughter. Social Involvement (62)
- 2) Humming. Social Involvement (62)
- 3) Whistling. Social Involvement (62)
- 4) Winks at peer. Social Involvement (62)
- 5) Thumbs up sign to peer. Social Involvement (62)
- 6) Shrugs shoulders. Social Involvement (62)
- 7) 'Flips the bird' at peer. Social Involvement (62)
- 8) Facilitative "Uh huh." Social Involvement (62)
- 9) Crying. Social Involvement (62)
- 10) Okay signal. Social Involvement (62)

- 11) Scowls at peer. Social Involvement (62)
- 12) Non-verbal whining. Social Involvement (62)
- 13) Peer holds out gum, offering it to another. Social Involvement (62)

Nonexamples:

- 1) Hits peer with a ball. Negative Physical (93)
- 2) Singing with words. Talk (12)
- 3) "Sshhh." Directive (32)
- 4) "Yeah." Talk (12)
- 5) Spits at peer. Negative Physical (93)
- 6) Throws a ball to the peer. Physical Interact (92)

63. NON-COOPERATIVE: Any act which is clearly noncompliant to another's directive is coded Non-cooperative (63). Action which is disruptive to group activity is also Non-cooperative (63). This code pertains to non-verbal and non-physical interactions only.

Decision Rules:

- 1) When it is not clear whether the child has complied to a directive or not, don't code Cooperative or Non-cooperative.
 - #1: (Sitting in chair, appears to be doing nothing.)
No code
 - #4: "Come on, knock it off." Directive (32)
 - #1: (Continues to sit in chair.) No code
- 2) It is possible to code a Positive Talk (11) in agreement to a command and then a Non-Cooperative (63).
 - #6: "Wave to the camera." Directive (32)
 - #1: "Okay." Positive Talk (11)
 - #1: (Puts his hands in his pocket) Non-cooperative (63)
- 3) When a directive demands a disruptive act, and the child complies, first code Cooperative (61) for compliance and then Non-cooperative (63) for disruption.
 - #8: "Go smash their sandcastle" Directive (32)
 - #7: Knocks over sandcastle. Cooperative (61), Non-cooperative (63)
- 4) The Non-cooperative code does not pertain to actions which are part of formalized rules of a game.
 - Opponent blocks child's shot in a basketball game. Physical Interact (92)
 - Child wins opponent's playing piece in checkers and takes it away. (No code)
- 5) Non-cooperative (63) is coded when a child is disruptive to a group, but not to oneself.
 - Child rips up a mural others are working on. Non-cooperative (63)
 - Child rips up own art work. (No code)
- 6) If a two-part directive is given and someone complies to only part of the directive, double code Cooperative (61) and Non-cooperative (63).
 - #6: "Stand up and start singing." Directive (32)
 - #1: (stays seated and starts singing)
Cooperative (61), Non-cooperative (63)

7) When coding Non-cooperative (63) for behavior which is disruptive to a group, the recipient of the behavior is 9 (multiple).
- Child blows down a house of cards two others are building. 86393

When coding non-cooperative (63) for compliant behavior, the recipient will correspond to the person who gave the directive.

#5: "Help me find my ring." 53283

#8: Runs away to play soccer. 86353

Examples:

- 1) Teacher: "Sit down now, Steve!" Directive (32)
#1: (Continues to walk around the room.)
Non-cooperative (63)
- 2) Child interrupts game of 4-square by running through it.
Non-cooperative (63)

- 3) #1: "Don't be so stupid." Directive (32), Negative Interpersonal (23)
 #6: "Don't call me stupid." Directive (32)
 #1: "Okay, Dumbo." Non-cooperative (63), Negative Interpersonal (23)
 Positive Talk (11) for agreement won't be coded here.
- 4) Peer gets out of chair (out of camera view) in lab task. Non-cooperative (63)
- 5) During teacher's lecture student throws a wad of paper at the wall. Non-cooperative (63)
- 6) #8: "Come play with us." Directive (32)
 #4: "Okay." and runs away. Positive Talk (11), Non-cooperative (63)
- 7) Child knocks down fort others are building. Non-cooperative (63)
- 8) Child tears apart puzzle siblings are putting together. Non-cooperative (63)
- 9) Child takes playing cards away from peer who is playing a game with others. Non-cooperative (63)
- 10) Child runs into a game of jump rope and interrupts activity. Non-cooperative (63)

Non-examples:

- 1) Child interrupts game by grabbing onto the arm of a player. Negative Physical (93)
- 2) Child tears down tower of blocks that she is building by herself. (No code)
- 3) Child kicks ball away from opponent in soccer game. Physical Interact (92)
- 4) #4: "Go jump in the lake." Negative Interpersonal (23)
 #1: (Doesn't jump in the lake.) No code as previous statement was not a directive.

91. POSITIVE PHYSICAL: Any positive and/or affectionate physical contact, such as a pat, tickle, hug, or arm around shoulder. Physical contact which is due to demonstrating an action or helping one perform a task is also coded Positive Physical (91).

Decision Rules:

- 1) Grooming another will be coded Positive Physical (91).
 Child combs peer's hair. Positive Physical (91).
 However, grooming self is non-interactive, so do not code.

- 2) Directive, physical contact which is not assisting the person is coded Negative Physical (93).
Child moves peer's foot off of the table. (93)
- 3) If contact is part of teaching or demonstrating, it is coded Positive Physical (91).
Teacher holds child's hands to help swing bat correctly. Positive Physical (91)
- 4) Touching during a game where it is part of the rules of the game is coded Physical Interact (92). If touching during a game is not part of the game, then code Positive Physical (91).
Child touches peer and runs away while playing tag. (92)
Child hugs peer who has just made a goal in soccer. (91)
- 5) Any aversive physical contact is coded Negative Physical (93). When in doubt between Positive Physical (91) and Negative Physical (93), code Negative Physical (93).
- 6) Touching another with an object in a non-aversive manner is coded Positive Physical (91).
Mother makes teddy bear kiss child. Positive Physical (91)

Examples:

- 1) Tickling. Positive Physical (91)
- 2) Patting shoulder or arm. Positive Physical (91)
- 3) Shaking hands. Positive Physical (91)
- 4) Arm around peer's shoulder. Positive Physical (91)
- 5) Peers "give five" to one another. Positive Physical (91)
- 6) Child helps peer on with jacket. Positive Physical (91)
- 7) Child taps another on the back to get his attention. Positive Physical (91)
- 8) Father helps child stir cookies by taking the child's hand. Positive Physical (91)
- 9) Mother guides developmentally disabled child to the table for dinner. Positive Physical (91)

Nonexamples:

- 1) Pulls peer across playground. Negative Physical (93)
- 2) Accidentally steps on peer's foot. Negative Physical (93)
- 3) Does thumbs up sign to peer. Social Involvement (62)
- 4) Hands peer a piece of candy. Physical Interact (92)
- 5) Peer tags target child during game of tag. Physical Interact (92)
- 6) Child combs own hair. No code

92. PHYSICAL INTERACT: Physical contact during game playing is coded (92), unless it is unnecessarily rough or pushy, in which case Negative Physical (93) is coded. If the contact is included in the rules of the game, even if it is a directive or restraining touch, code Physical Interact (92). All passing of objects is coded (92).

Decision Rules:

- 1) A game must have formalized rules for contact within that activity to be coded (92). Examples are: soccer, football, dodgeball, and tag.

- 2) Contact includes touching with an object during a game.
Target child hits peer with a ball during game of dodge ball.
Physical Interact (92)
- 3) If it is unclear that the interaction is part of a game, code it at face value.
Peer runs up and tackles target child for no apparent reason.
Negative Physical (93)
- 4) Physical Interact (92) is also coded when interactants are passing an object from one person to another. In this instance only the initiator will be coded. Receiving an object will be indicated by the recipient code in the initial five digit sequence and will not be coded separately.

Mom passes photographs to Dad. Physical Interact (92) coded as 39223
Target child passes soccer ball to teammate. Physical Interact (92) coded as 19263

Examples:

- 1) Peer brushes against teammate in a soccer game. Physical Interact (92)
- 2) Target child blocks brother while playing football. Physical Interact (92)
- 3) Target child hits sister with a ball during game of dodgeball. Physical Interact (92)
- 4) Target child touches sister so that she is "it" during a tag game. Physical Interact (92)
- 5) Mom passes the butter to target child during dinner. Physical Interact (92)
- 6) Child gently takes a pencil out of friend's hand. Physical Interact (92)

Nonexamples:

- 1) Sister grabs target child's hand in order to get dice away. Negative Physical (93)
- 2) Kids are playing "house" and the target child strokes peer on the arm. Positive Physical (91)
- 3) Peer hugs target child and runs away laughing. Positive Physical (91)
- 4) Younger brother pushes target child down while trying for the soccer ball. Negative Physical (93)
- 5) Target child is chasing peer and grabs onto his arm. Negative Physical (93)
- 6) Father restrains target child from hitting sibling. Negative Physical (93)
- 7) While playing an imaginary game of "horse", peer loops a jump rope around the target child's waist for reins. Negative Physical (93)

93. NEGATIVE PHYSICAL: Any aversive physical contact, including hitting, pinching, ear flicking, kicking, or hitting with an object, regardless of force. Negative Physical is differentiated from Positive Physical (91) by the inherent aversiveness of the physical behavior, not by the recipient's response nor the initiator's valence. Any physical interaction which is directive or restrictive is also coded Negative Physical (93).

Decision Rule:

- 1) Physical contact during an athletic game is coded Negative Physical (93) when it is rough or pushy; otherwise code Physical Interact (92).
- 2) Snatching an object from another is coded Negative Physical (93)
A girl grabs the hat off a boys head and runs away. Negative Physical (93)

Examples:

- 1) Shoving. Negative Physical (93)
- 2) Biting. Negative Physical (93)
- 3) Spitting at peer. Negative Physical (93)
- 4) Peer slings pebble at other using a sling shot or pea shooter. Negative Physical (93)
- 5) Peer hits another with his shoe. Negative Physical (93)
- 6) Restrains peer from leaving by pulling on his arm. Negative Physical (93)
- 7) Pins peer to the ground. Negative Physical (93)
- 8) Sits on top of peer as in wrestling. Negative Physical (93)
- 9) Peer trips target child while playing soccer. Negative Physical (93)
- 10) Child angrily grabs toy away from sister. Negative Physical (93)

Nonexamples:

- 1) Taps peer on shoulder to get attention. Positive Physical (91)
- 2) Shakes peer's hand. Positive Physical (91)
- 3) Does "thumbs down" sign at peer. Social Involvement (62)
- 4) Peer hits target child with a ball during a game of dodgeball. Physical Interact (92)
- 5) Child blocks peer while playing football. Physical Interact (92)

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, on the playground it is sometimes very difficult to see detailed facial expression, but 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 the 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 judgement that he/she is tired rather than fearful, 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). Sarcasm which is light-hearted in nature (i.e. that is not aversive) will also be coded Affect 1.

Words that describe Affect 1 include:

happy light-hearted jocular

pleased	up	overjoyed
glad	silly	rejoicing
delighted	playful	giddy
enthusiastic	funny	hilarious
thrilled	buoyant	amused
exuberant	animated	excited
amiable	bursting with laughter	

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

- 1) High pitched, excited, or sing-song voice
- 2) Talking that is faster or louder than usual
- 3) Laughter or 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:

warm	supportive	approving
caring	concerned	interested
endearing	empathetic	responsive
tender	comforting	pleasurable
admiring	affectionate	urging
adoring	loving	gracious
cordial	proud	appreciative
reassuring		

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

- 1) Soft, warm, and/or soothing voice tone.
- 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 gives 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 combines with other affect cues with enough strength to identify another affect category, code the other affect category.

Words that describe Affect 3 include:

neutral tone	even-tempered
reasonable	flat
monotone	matter-of-fact

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

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

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 they are staring), or concern. Affect 4 is 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:

shocked	nasal	startled
anxious	agitated	concerned
worried	"poor me"	fearful
tense	frustrated	nervous
afraid	grimacing	hysterical
embarrassed	wincing	surprise (negative)
whining		

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, "sing song" 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, 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, or harsh/cold detachment. It is also coded when the subject ridicules, mocks, or is sarcastic to another person. Light-hearted sarcasm (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:

irritated	disrespectful	abusive
annoyed	provoking	belligerent
perturbed	rude	disapproving
angry	aggravated	rejecting
displeased	stern	enraged
unkind	hard	inflamed
disgusted	cold	menacing
furious	mocking	querulous
callous	harsh	contemptuous
sarcastic	argumentative	cross

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 with 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, becoming tearful, and verbally expressing their sadness.

Words that describe Affect 6 include:

downtrodden	despondent	gloomy
discouraged	dejected	somber
glum	sullen	dismal
sad	tearful	defeated
depressed	downhearted	morose
melancholy	sulky	bored
apathetic		resigned

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 I Activity Codes for Interaction on the Playground*

OS-3 toggle switches or programmed keys are used to code the current Activity

of the targeted child. There must be an activity switch on at all times during the coding session. There cannot be more than one activity coded at a time. The coded activity is to be changed only when it becomes clear that the general line of action for the target has changed. The four categories that can be coded are: Free Play (1), Participation (2), Parallel Play (3), and Alone (4).

1. Free Play. This is coded when the targeted child is involved in unstructured play activities with no clearly defined set of rules. The targeted child is interacting with one or more children while in Free Play.

Examples: chasing each other, swinging while talking to friends, fort building, playing with dolls

2. Participation. This is coded when the target child is involved in a game with a defined set of rules. The child is interacting with one or more children while in Participation.

Examples: kickball, hopscotch, jump rope, soccer, shooting baskets

3. Parallel Play. This is coded when the targeted child is engaged in an activity within 5 feet of another child, but not interacting with that child. Activities of the children may be identical.

Examples: sandbox play, running in a group, self-talk, swinging next to other children who are swinging

4. Alone. This is coded when the targeted child is engaged in an activity at least 5 feet away from other children. The child is not socially involved with anyone while Alone.

Examples: sitting, standing, shooting baskets alone, kicking balls off the wall, self-talk

*from "The Playground Code (PGC) - Observing School Children at Play" (Rusby and Dishion)

APPENDIX II

Activity Codes for Family Interaction

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 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 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).

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	sewing	mending
knitting	crocheting	cooking
brushing hair or teeth	cutting hair	dressing
applying cosmetics	homework	tying shoes
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
 Card games/solitaire
 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 Work (1), and reading that is part of a game is coded Play (2).

Examples:

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

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

APPENDIX III

Activity Codes for Antisocial Qualifier*

Description and Definition: The qualified toggle switch or programmed key classifies the ongoing peer interaction into Antisocial or Neutral (i.e., not antisocial). These two categories describe the social orientation of the interactants' behavior in respect to societal norms. In general, the use of the antisocial qualifier switch should be independent of content codes, where both describe two different perspectives on the peer interaction. However, a small subset of Content codes will often be qualified as Antisocial, for example, assaultive physical aggression (93), would be qualified as Antisocial.

Behavior is qualified as Antisocial if it involves:

- 1) A discussion, description, suggestion, talk or actions that are illegal (including status offenses and substance use) in which the speaker took part
- 2) A suggestion for peer or self to take part in actions that are illegal
- 3) Direct violations of rules of parents, teachers or other significant adults is antisocial; however, arguing with parents, teachers, or other significant adults is not antisocial
- 4) Descriptions of blatantly deceptive/dishonest behavior in which the speaker took part, or suggestions of blatantly deceptive/dishonest behavior
- 5) Explicit support or encouragement of antisocial behavior
- 6) Destruction or potential destruction of property in the interview setting
- 7) Physical aggression between the interactants (regardless of affect), only if it is forcefully aversive. For example, hitting, kicking and spitting are antisocial, however, accidental kicks or light hits are not antisocial.
- 8) Descriptions of punishment for past misbehavior
*from "Multidimensional System for Observing Adolescent Peer Interaction" (Dishion, T.J., et. al.)
- 9) Physical fighting in which the speaker took part is antisocial. Verbal fighting is not antisocial, and neither is wrestling.
- 10) Practical jokes which cause or have the potential to cause physical, emotional or psychological harm to a person or the destruction of an object

Behavior for the dyad is qualified as antisocial if any member in the dyad is engaged in antisocial talk or behavior. The Antisocial Qualifier stays on until both members in the dyad have stopped being antisocial. The observer will flip the switch Off whenever the episode has clearly ended.

Decision Rules:

- 1) Toggle switch #6 will be used for identifying the Antisocial context. The ON position qualifies the ongoing interaction as Antisocial, and the OFF position qualifies the interaction as neutral (i.e., not antisocial).
- 2) It is important to tag the initiator of each antisocial episode by placing the toggle switch on immediately after entering the Content code being qualified.
- 3) Turn the Antisocial Toggle switch off when there has been a clear change of topic or behavior. The antisocial toggle switch is turned off when:
 - a) You have entered a 99999 code or;
 - b) Five seconds have elapsed since an antisocial topic or behavior has occurred such as during a monologue or;
 - c) Both members of the dyad have made a statement that is not antisocial.
- 4) Cryptic, secret or "code" talk that refers to antisocial or illegal behavior is qualified as Antisocial. For example, a discussion of planting and growing sunflower seeds to harvest the "buds" (with much laughter) would be qualified as Antisocial, when from the context, it was clear to the observer that the interactants were discussing growing and harvesting marijuana.
- 5) Discussion of sexual activity involving force, manipulation or deception is qualified as Antisocial. Discussion of sexual activity is otherwise qualified as Neutral.
- 6) Mooning the camera and other lewd gestures are qualified as Antisocial.
- 7) Noncompliance to an interviewer's directive is Antisocial. However, failure to follow interviewer instructions is not necessarily antisocial. For instance, the interviewer might instruct the participants to speak up during the videotaping. Should they mumble or whisper during the taping, the behaviors would not necessarily be qualified as Antisocial. On the other hand, if the interviewer tells the target subject to stop drawing on the board while being given instruction and she/he continues to draw, the noncompliance would be qualified as Antisocial.
- 8) Purposefully blocking the view of the camera is qualified as Antisocial, where the Content code is Neutral Nonverbal (72).
- 9) Miming antisocial behavior, nonverbally, is qualified as Antisocial, unless it is clear that the behavior is mimed in disapproval. For example, pretending to smoke marijuana or a cigarette, or to drink alcohol is coded antisocial. However, miming smoking a cigarette while saying "I hate it when my mom smokes" is coded as neutral.
- 10) If speaker indicates possession or use of item which is illegal for a minor to purchase, unless it is clear that they are with a significant adult and have permission, then code antisocial. These items include:

tobacco, drug paraphernalia, pornographic material, firearms, and liquor.

- 11) Misuse of firearms or weapons (including beebee guns) is coded antisocial. Possession of an illegal weapon (i.e., sawed-off shot gun or switch blade) is coded antisocial. Concealing a weapon is coded antisocial. Possession of a gun, or using a gun for hunting or target practice is not antisocial, but aiming a gun at someone or "just shooting around" is coded antisocial.

Examples:

- 1) "If it happens again I'll hit him!" Talk (12) Antisocial
- 2) "We'll tell our parents we're staying at each others house, and then we'll get a motel room." Talk (12) Antisocial
- 3) "We could hijack a plane, bomb Russia, or rape a woman." Talk (12) Antisocial
- 4) "Tell your mom okay and then just do what you want." Advise (22) Antisocial
- 5) "Let's cover the camera lens with this skateboard." Directive (32) Antisocial
"Hey, that's a great idea." Positive Interpersonal (21) Antisocial
- 6) "I like the way you told your Dad to stick it." Positive Interpersonal (21) Antisocial
- 7) #1: (laughing loudly after the interviewer directed him to listen to instructions) Social Involvement (62) Antisocial
- 8) "Let's pick some bud from your brother's 'sunflower plant' and have a good time!" Talk (12) Antisocial
- 9) "I have been grounded a week for taking money out of my brother's bank. " Talk (12) Antisocial

- 10) "Roger and I were looking at pictures of nude chicks in his magazine." Talk (12) Antisocial
- 11) "I really nailed them good during the gang fight last night." Positive Talk (11) Antisocial
- 12) "I took the rifle my dad bought me and scared him with it." Talk (12) Antisocial

Nonexamples:

- 1) "Did you know we had sex together last summer?" Talk (12) Neutral
- 2) "Personally I don't think people should take drugs." Talk (12) Neutral
- 3) "I did a lot of damage to the car. I can understand why my Dad was mad at me." Talk (12) Neutral
- 4) "Every time I go to the store with him he tries to steal something." Talk (12) Neutral
- 5) "You shouldn't have ripped that stuff off." Negative Interpersonal (23) Neutral
- 6) "My dad gave me a rifle for my birthday." Talk (12) Neutral
- 7) "I had a terrible fight with my parents last night, we yelled at each other all night long." Talk (12) Neutral

APPENDIX IV

Activity Codes used for Problem Solving Lab Tasks coded with the Family Process Code

These activity codes represent whether the family or group of interactants are "on task" (5) or "off task" (6) at any given point in the trial. It is necessary to understand the task of each trial before coding begins. Trial one is planning a fun family activity so any discussion relating directly or indirectly to this task is coded (5), "on task". The coder must preview the tape and note the interviewer introduction of the second and third trials especially to hear what problem the child or the parent(s) has chosen. This then, is the criteria the coder uses to discern "on task" or "off task". It is necessary to be quite sure that the interaction has gone "off task" before changing the code to (6). These codes are meant to reflect the general trend or context of the interaction and not single statements or momentary events. One or the other of these two activity switches is on at all times.

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