Peer Process Code:
Multidimensional System for Observing
Adolescent Peer Interaction

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# INTRODUCTION

Rationale and Overview. The PPC is designed to assess the transactions of adolescent friendships, with a focus on the interpersonal socialization process. The strategy for assessing peer dyads follows from the behavioral assessment literature for assessing relationships in adult couples (e.g., Jacobson & Margolin, 1979), with the addition of a component to the coding system designed to assess socialization processes among adolescent dyads. The PPC was developed in the Oregon Youth Study (OYS), to be included in the peer assessment battery for boys 13-14 and 15-16 years old. The developmental model being tested in the OYS hypothesizes that peer influences play an important role in socialization in early to middle adolescence, with specific reference to antisocial/delinquent behavior, substance use, adolescent depression, and social competence. The goal of this assessment is to determine the friendship interaction processes that

contribute to the prediction and explanation of the above mentioned indices of adolescent adjustment.

This twofold assessment goal of the PPC is important to its eventual format, which includes the simultaneous coding of Content codes, Qualifier code, and Affective valence. Content codes describe the interpersonal quality of the transaction taking place between two friends, including many of the code categories and definitions of the original Family Process Code (FPC). The Qualifier code serves to qualify the general "social quality" of each behavior in respect to being "neutral" or "antisocial"- from the perspective of general societal norms. The Qualifier and Content codes are defined in such a way as to assure that they yield independent descriptive dimensions of the peer interaction. The disentangling of these two dimensions should provide critical information concerning the interpersonal processes associated with antisocial/delinquent behavior within various adolescent adjustment groups.

Content of the Videotaped PIT. The Peer Interaction Task (PIT) videotaping is completed in an interview room at the research Center. The OYS target boy is always seated on the chair to the left (when viewing the videotape). The videotaped PIT is divided into five, five-minute sessions (twenty-five minutes total). The interviewer provides new task instructions before each five-minute session. The first five minutes involve the study child and his peer planning an activity which would take place within the next two weeks, something that they would like to do together given the opportunity. The following twenty minutes is comprised of problem solving four problems (two for the study child and two for the peer). Each child is asked to select a problem relating to getting along with parents, and another concerning getting along with peers. As of September 1989, a five minutes task has been added which involves planning a party together (Hops, 1989).

During the pilot study, the Child's Unpleasant Event List (Hoberman, 1984) was used to stimulate the child in recalling any problem that occurred in the last month. The adolescents are encouraged to frame problems in such a way that it makes sense to discuss them in a problem solving format. For example, "breaking up with a girl friend" can be framed as an issue concerning how best to break up with her, how best to cope with the break up, how best to go about meeting or dating new girl friends, etc. It is up to the interviewer and adolescent to decide the most relevant frame for each adolescent. During the pilot phase of the research, the adolescents were questioned to obtain their perceptions of problems they experienced within the last month. These problems were later adapted to comprise an Adolescent Problem Inventory for the OYS.

Task Instructions. After taking the children to the taping room, the interviewer thanks each for their efforts to that point and stresses the importance of "full participation." Refer to Appendix A for detailed instructions given PIT interviewers in regards to conducting the task and preparing the subjects for videotaping.

# I. OVERVIEW

The Code. The Peer Process code (PPC) consists of four dimensions called Segment, Content, Qualifier, and Valence, which are recorded at all times:

1-SEGMENT refers to the task the pair are to be working on in the current five-minute time period and consists of five possibilities: Planning an activity, target subject's problem solving (peer or family) or peer associate's problem solving (peer or family), or planning a party.

2-CONTENT CODES describe the interpersonal content of each behavior. Twenty-four content codes are divided into three groups. Eight codes are defined a priori as positive, eight are negative, and eight are neutral. Content codes are also divided into verbal, vocal, nonverbal, physical, and compliance behaviors.

3-QUALIFIER categorizes each behavior as being either Neutral or Antisocial in terms of the general social orientation of the interaction. Toggle switch #6 on the OS-3 is used to qualify the ongoing peer interaction (ON = Antisocial; OFF = Neutral).

4-AFFECT VALENCE is the emotional tone accompanying the entry of every Content code and comprises six ratings: Exuberant, Positive, Neutral, Negative, Unrestrained Negative, and Sad/Depressed.

PPC is entered in real time on an OS-3 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 are used to mark the beginning of a segment as well as qualifying each entered behavior as either Antisocial or Neutral.

This manual is divided into four sections. The first is concerned with procedures for coding Peer Interaction Tasks (PIT) videotapes with this coding system. The following three detail the specific definitions of Content, Qualifier, and Valence codes, including decision rules, examples, and nonexamples of every code category.

# II. CODING PROCEDURES

A. Segments. Segment order information is included on the PIT Log sheet completed by the interviewer. OS-3 toggle switches are used to mark the beginning of each segment which, on the videotape, is signaled by the entrance of the interviewer. Toggle numbers 1, 2, and 3 indicate activity planning, target issues, and peer issues respectively. The appropriate toggle is flipped on at the entrance of the interviewer and then turned off immediately.

The activity planning is always the first task, as it is essentially a warm-up activity. At the beginning of this segment, toggle switch #1 is placed on and then turned off. This identifies the first segment of the PIT.

The next segment code is entered when the interviewer returns to announce the upcoming task. The order of problem solving issues (parent or peer) is randomly assigned. Issues of the same type (parent versus peer) are discussed back to back. The order of the last four segments is one of the following possibilities:

T = target   P = peer   (f) = family issue   (p) = peer issue

1. T(f) P(f) T(p) P(p)
2. P(p) T(p) T(f) P(f)
3. T(p) P(p) P(f) T(f)
4. P(f) T(f) P(p) T(p)

The observer will mark each segment with the appropriate toggle switch according to the order recorded by the interviewer. The appropriate toggle switch (either #2 or #3) is flipped on and off to mark each problem solving segment when the interviewer enters the room.

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

| | |
|---|---|
| #1 | target boy |
| #4 | older peer (male) |
| #5 | older peer (female |
| #6 | younger peer (male) |
| #7 | younger peer (female) |
| #8 | target girl |
| #3 | woman interviewer (adult) |
| #2 | man interviewer (adult) |
| #0 | object in the room (recipient only) |
| #9 | multiple persons or talk to camera with peer attending (recipient only) |

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. Interviewers are coded as either initiators or recipients of a behavior when they are present in the interview room. Objects (#0) and multiple persons (#9) cannot be initiators.

In the following situations the recipient is coded as 9.

1)      The initiators is talking to more than one person present in the room.
2)      The initiator is talking to another about a person present in the room.
3)      The initiator talks to the camera with the peer attending or for the peer's benefit

Examples:

Female interviewer "Did you guys plan an activity?" (31293)

Older peer does a trick with his yoyo as target boy watches. (48203)

Target boy says to camera (referring to peer), "Can you hear him?" (11293)

Peer to interviewer (about Target Child): "He has to go to the bathroom." (61293).

## III. CONTENT CODES - OVERVIEW

Content codes describe interactional behaviors initiated by the target, peer, and interviewer. The codes are divided among five relatively independent categories, namely Verbal, Vocal, Nonverbal, Physical, and Compliance Behavior. On the following page are the five categories and the content codes sampling each category.

CATEGORY                                    CONTENT CODE

| | Positive | Neutral | Negative |
|---|---|---|---|
| Verbal Behavior | 11-Positive Verbal | 12-Talk | 13-Negative Verbal |
| | 21-Unqualified Positive Regard | 22-Self-Disclose | 23-Verbal Attack |
| | 31-Request | 32-Command | 33-Coerce |
| | 41-Request Ambiguous | 42-Command Ambiguous | 43-Coerce Ambiguous |
| | 51-Agree | | 53-Refuse |
| Vocal Behavior | | 62-Vocal | |
| Nonverbal Behavior | 71-Positive Nonverbal | 72-Neutral Nonverbal | 73-Negative Nonverbal |
| Physical Behavior | | 82-Manipulate Objects | |
| | 91-Touch/Hold | 92-Physical Interact | 93-Physical Aggressive |
| Compliance Behavior | 01-Comply | | 03-Non-Comply |

The two dimensions of this grid are: the behavior category (i.e.: verbal, vocal, nonverbal, physical) and the behaviors' a priori social impact (i.e.: positive, neutral, negative). Because of the low incidence of some behaviors and the definitional impossibility of others, only one or two codes were included within some categories of the grid (i.e.: 62-Vocal). It is anticipated that a few of the codes will never be observed or have such low base rates as to be without research value.

An important consideration is the independence of content code - positive, neutral, or negative - and the accompanying valence 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 interactants' behavior, but refer to the manner in which verbal behavior is worded and the immediate context of the behavior. For example, an Unqualified Positive Regard can be accurately coded with any of the six valence ratings.

The Peer Process Code is designed to track frequency, sequence, and duration of peer interactive behavior. Frequency is recorded by each entry of a content behavior as they occur. 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 behavior, assuming there are no behaviors occurring that could be coded.

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 the peer talks, the interactions would be coded as:

| 1 | 62 | 4 | 2 |
|---|----|---|---|
| target | hums | recipient | positive valence |

| 4 | 22 | 1 | 3 |
|---|----|---|---|
| older peer | says "I always get good grades" | recipient valence | neutral |

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

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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. Verbal (directives first) and Physical
2. Compliance/Noncompliance
3. Agree/Refuse
4. Vocal
5. Nonverbal

When 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, except in cases where the manual definitions require double-coding, and/or compliance and the complying behavior needs to be entered.

Sixteen of the FPC's twenty-four code categories were altered for observing peer interaction. These changes were made to accommodate the different quality of peer interaction as compared to parent-child interaction. In some cases, the definitions of FPC codes were altered to better capture similar behaviors within peer interaction. Some content codes were deleted because of their low occurrence in the pilot studies. One FPC code category (Tease-22) was replaced with another category (Self-disclose-22) to allow assessment of self-disclosure within adolescent friendships. See Appendix B for a contrast of the two coding systems.

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 Verbal (11)*

        "You're rad." *Unqualified Positive Regard (21)*

2)       The sentence is left unfinished (Bracketed Adjectives)

        #1: "You're ugly." *Verbal Attack (23)*

        #6: "You are." *Verbal Attack (23)*

        (Meaning "you are [ugly.]")

                and

        #1: "You are really nice." *Unqualified Positive Regard (21)*

        #4: "So are you [really nice]." *Unqualified Positive Regard (21)*

3)     You see non-verbal clues to determine clear commands (32) versus ambiguous commands (42).

        "Give it to me." *Command Ambiguous (42)*

        "Give it to me." (while pointing to the object) *Command (32)*

4)     Determine the meaning of synonyms by the context in which it is used.

        "You're Sharp." *Unqualified Positive Regard (21)*

        "Your pencil is sharp." *Talk (12)*

        "Your shoes are sharp." *Positive Verbal (11)*

The interviewer should be coded as an initiator and/or recipient for all of the following codes when s/he is present.

## IV. CONTENT CODE - DEFINITIONS

**11. Positive Verbal**: Includes verbal expressions of approval of the peer's behavior, appearance, state, or conditions directly related to the peer, as well as verbal expressions of support or empathy. 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, and volunteering are also coded 11. This code does not include unqualified blanket or personalized praises such as, "you're smart." These are coded Unqualified Regard (21). The Positive Verbal code is descriptive of actions, not persons.

Decision Rules:

1)     Positive statements about self are either coded *Self-disclose (22)* or *Talk (12)*.
    Positive statements about anyone not present are coded *Talk (12)*.

        "I'm a good cook." *Self-disclose (22)*

        "I made a great hamburger last night." *Talk (12)*

        "My Mom is the best cook." *Talk (12)*

2)     Offers of food, an object, a privilege, help, or an explicit invitation to take the peer somewhere are coded 11.

        "Want a piece of gum?" *Positive Verbal (11)*

        "I'll drive you to the movies on Friday." *Positive Verbal (11)*

        "I'll help you with your homework." *Positive Verbal (11)*

3)     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 wrecked your skateboard." *Positive Verbal (11)*

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

"You were the first to finish in the bike race." *Positive Verbal (11)*

5) Impersonal statements of preference are coded 12 (talk), while statements implying approval of the peer are coded 11 (positive verbal).

"I like your shoes." *Positive Verbal (11)*

"I like that kind of music best, don't you?" *Talk (12)*

6) Statements are coded at face value as much as possible (see previous page for exceptions). In cases where the 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 calmly) *Talk (12), Valance 3*

"You could do it if you tried harder." (said angrily) *Talk (12), Valence 4 or 5*

"You won the bike race last week, huh?" *Positive Verbal (11)*

7) Coming to the defense of the peer is coded Positive Verbal (11).

"But you couldn't help it; your brother shoved you into the creek." *Positive Verbal (11)*

8) When in doubt between Positive Verbal (11) and Self-disclose (22), code Positive Verbal (11).

"I have that problem too; I don't know what to tell you. " *Positive Verbal (11)*


Examples:

1) "Sorry about that." *(11)*
2) "He's not better than you just because he's bigger." *(11)*
3) "That must have hurt." (the peer has been hurt) *(11)*
4) "Here you go...."(handing peer a piece of gum) *(11)*
5) "I'm sorry I blew it." *(11)*
6) "If I were in the situation you were in, I'd have done the same thing." *(11)*
7) "I liked the way you got him to shut up." *(11)*


Nonexamples:

1) "My sister can make a basket from just about anywhere on the court." *Talk (12)*
2) "You're really smart." *Unqualified Positive Regard (21)*
3) "I'm sorry I punched you, but you're such a hose head." *Verbal Attack (23)*
4) "I get good grades in biology." *Self-Disclose (22)*

12. Talk. This is a code for general conversational-verbal interaction, including gossip, relating stories, chit-chat about routine matters, conversation about past or present, questions and answers, giving directions, making suggestions, verbal acknowledgement of another's statement, and impersonalized agreements or disagreements with another's statement. Also included are teases, verbal jokes, humor and mimicking. Positive statements, negative statements, and negative or positive name calling in reference to someone other than self, the peer, or interviewer when present are coded talk.

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 12 (talk) unless they contain specific positive content or a counterattack.

> #4: "You're a nerd." *Verbal Attack (23)*
> #1: "No, I'm not!" *Talk (12)*
> -versus-
> #1: "No I'm not...you are." *Verbal Attack (23)*

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

> "I would like to have a really hot skateboard like yours." *Positive Verbal (11)*
> "Chocolate ice cream is my favorite." *Talk (12)*

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.

> "You could do it if you tried harder." *Talk (12)*
> "Who cares?" *Negative Verbal (13)*

6) Code directives only where compliance is required. If in doubt, or if compliance appears to be optional, code Talk. (12) Suggestions that require behavior change in the setting are commands.

> "Let's go fog up the window." *Command (32)*
> "You can start talking now." *Talk (12)*
> "Let's keep in mind we're being videotaped." *Talk (12)*

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

8) When the peer is the brunt of teases or jokes which have a humiliating element, code Verbal Attack (23)

> "Want to lose ten ugly pounds? Cut off your head." *Verbal Attack (23)*

Examples:

1) "When are soccer games this week?" *(12)*
2) "Why don't you take algebra next term?" *(12)*
3) "I am not dumb!" *(12)*
4) "My dad does most everything really well." *(12)*
5) "I think those kids should be suspended for drinking during school." *(12)*
6) "My aunt's a real bitch." *(12)*
7) "That's wrong - the capitol of Texas is Austin." *(12)*
8) "We could squander our $20 on junk food, gobble up tons and tons of it till our teeth rot and fall out." *(12)*
9) "Let's go to the movies tomorrow." Talk *(12)*
10) "Do you want to make a bet?" Talk *(12)*
11 "I'll trade you." Talk *(12)*

Nonexamples:

1) "Want a piece of candy?" *Positive Verbal (11)*
2) "You couldn't do it, you're too dumb." *Verbal Attack (23)*
3) "That sure was a dumb video you rented last night." *Negative Verbal (13)*
4) "I think you're wrong." *Negative Verbal (13)*
5) "Make a bet with me." *Command (32)*
6) "I'll give you mine." *Positive Verbal (11)*

**13. Negative Verbal.** Includes verbal expressions of disapproval of the peer's behavior, appearance or state or conditions directly related to the peer. 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. This code does not represent unqualified personalized attacks, criticisms or name calling of the peer; these are coded Verbal Attacks (23).

Decision Rules:

1) Disapproving statements about self are coded Talk (12) or Self-Disclose (22).
   Disapproving statements about anyone not present is Talk (12).

   "I flunked the test, because I didn't study." *Talk (12)*
   "I get in trouble all the time." *Self Disclose (22)*
   "My mother comes up with the dumbest rules." *Talk (12)*

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2)  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 don't do anything." *Negative Verbal (13)*

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

> "What do you mean you don't know?" *Negative Verbal (13)*

4)  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)*

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

> "I can do it a hundred times better than you." *Negative Verbal (13)*

6)  Statements of fact that imply judgment, evaluation, criticism, approval or disapproval of the peer will be coded as 11 (Positive Verbal) or 13 (Negative Verbal).

> "That was a stupid thing for you to do." *Negative Verbal (13)*

7)  "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." *Negative Verbal (13)*

> "You should have kicked his ass when you had the chance." *Negative Verbal (13)*

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.

> "Why does your sister bug you so much?" *Talk (12)*

> "I know you could do it if you tried harder." *Talk (12)*

> "Who cares?" *Negative Verbal (13)*

> "So what?" *Negative Verbal (13)*

> "So. . . ?" *Talk (12)*

9)  Statements that criticize the peer's past actions are coded Negative Verbal (13), however, statements that describe the consequence of the peer's possible future actions are coded Talk (12).

> "If you get out of your chair, we're gonna get in trouble." *Talk (12)*

> "We're gonna get in trouble because you got out of your chair." *Negative Verbal (13)*

10) Threatening to "tattle" on the peer is a Negative Verbal (13).

> "I'm gonna tell on you." *Negative Verbal (13)*

Examples:

1) "You flunked your math test, didn't you?" *(13)*
2) "You aren't doing that right." *(13)*
3) "You should have tried harder." *(13)*
4) "You should have spoken up for yourself." *(13)*
5) "You forgot." *(13)*
6) "You really blew that one, didn't you?" *(13)*
7) "That was stupid when you forgot to bring any money." *(13)*
8) "You can't tell me what to do." *(13)*
9) (Target is looking at the camera and pointing to the peer)
   "Look what the cat dragged in!" *(13)*
10) "We're not supposed to be talking about that." *(13)*

Nonexamples:

1) "You really are a dip." *Verbal Attack (23)*
2) "Your brother is always making trouble." *Talk (12)*
3) "I never can do that right." *Self-Disclose (22)*

**21. Unqualified Positive Regard.** Unqualified Positive Regard refers to personalized and unqualified approval of the peer, or vague statements of unqualified positive emotion toward the peer. It may also include positive name calling which is complimentary in context.

Decision Rules:

1) Positive name calling or unqualified approval of self is either coded Self-Disclose (22) or Talk (12). Positive name calling or unqualified approval of anyone not present is coded (12).

   > "She's so smart." *Talk (12)*
   > "I'm so smart, I always get A's on my tests." *Self-Disclose (22)*
   > "I'm perfect, they should make a bronze statue of me!" *Talk (12)*

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

   > "Sorry, Buddy." *Unqualified Positive Regard (21)*

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Examples:

1) "We really had fun at the party the other night, huh, Bro?" *(21)*

2) "You must be pretty smart." *(21)*

3) "I like you." *(21)*

Nonexamples:

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

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

3) "You did that well." *Positive Verbal (11)*

4) "I'm convinced your mom's the best swimmer in the world." *Talk (12)*

22. Self-Disclose: Self-disclosures are statements that reveal important information about the speaker including family experiences that directly effect the child. These are descriptions that are not directly observable in the course of day-to-day interactions with others. Self-disclosures do not include exaggerated or blatantly unrealistic statements about oneself, either positive or negative.

Statements are coded self-disclose (22) if they reveal any of the following:

1) Personality traits

2) Feelings

3) Interpersonal relationship issues

4) Self-evaluations

5) Skill/skill deficits

6) Recurring behaviors which could be harmful or helpful to the speaker's social, emotional, or physical development.

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

Decisions on when to code Self-Disclose (22)

## ENDURING

|  |  | yes | no |
|---|---|---|---|
| **REVEALING** | **yes** | -Likes/dislikes<br>-Family experiences | -feelings |
|  | **no** | -Personality traits<br>-Skills/skill deficits | Don't code<br>Self-Disclose (22) |

In order to code statements of "like" or "dislike" a self-disclose, it must be revealing as well as enduring.

> "I don't like P.E." *Self-disclose (22)*
>
> "I like your shoes." *(Positive Verbal (11)*
>
> "I didn't like the test yesterday." *Talk (12)*

In order to code a family experience as a Self-disclose, it must be revealing and enduring. It also must clearly involve the child.

> "I always get in trouble, my mom yells at me all the time." *Self-disclose (22)*
>
> "My mom yelled at me last night." *Talk (12)*

In order to code a personality trait as a self-disclose, it must be enduring, but not necessarily revealing.

> "I'm shy whenever I'm with her." *Self-disclose (22)*
>
> "I'm angry all the time." *Self-disclose (22)*

In order to code a skill or skill deficit as a self-disclose, it must be enduring, but not necessarily revealing.

> "I'm good at math." *Self-disclose (22)*
>
> "I flunked the test." *Talk (12)*

In order for a feeling to be significant and coded as a self-disclose (22) it must be revealing, but not necessarily enduring. Feelings refers to emotional feelings, not physical sensations.

> "I hate my mother." *Self-disclose (22)*
>
> "My brother hurt my feelings." *Self-disclose (22)*
>
> "I'm in love with all blonde women." *Talk (12)*

"I got angry at her yesterday." *Self-disclose (22)*

"I feel cold, where's my sweater?" *Talk (12)*

## Decision Rules:

1) Simple statements of preference or taste are coded Talk (12).

   > "I liked the movie we saw last night." *Talk (12)*

2) Statements about temporary, transient emotional reactions to a person or situation are coded Talk (12).

   > "I hate my brother when he messes up the room." *Talk (12)*

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

   > "I've got big feet." *Talk (12)*

4) Joint statements of worth are coded as either Positive Verbal (11) or Unqualified Positive Regard (21). Joint critical statements are coded either as Negative Verbal (13) or Verbal Attack (23)

   > "We're good at basket ball." *Positive Verbal (11)*
   > "We're smart." *Unqualified Positive Regard (21)*
   > "We're terrible at match." *Negative Verbal (13)*
   > ""We're Nerds." *Verbal Attack (23)*

5) Extended, unrevealing monologues about the boy's activities, regardless of the social quality, are coded Talk (12). Confessions of an antisocial act are not necessarily coded Self-disclose (22).

   > "I took her money when she wasn't looking." *Talk (12), Antisocial*
   > "I like to get drunk all the time." *Self-disclose (22), Antisocial*

## Examples:

1) "I do well in school." *(22)*
2) "I'm confused in school all the time." *(22)*
3) "It bothers me when my Dad comes home drunk." *(22)*
4) "I'm going to counseling with my parents. We have a problem. You know we argue too much." *(22)*
5) "I'm afraid of heights." *(22)*
6) "I've never been on a date before, I'm not sure what to say." *(22)*
7) "I never know what to say when I'm on the phone to her." *(22)*
8) "I would have flunked algebra." *(22)*
9) "I'm mean, I hit back." *(22)*

10) "It really bums me out, because she always ignores me." *(22)*

11) "I always get in trouble at school." *(22)*

12) "I think I'm in love."

Nonexamples:

1) "I like the movie we saw last night." *Talk (12)*

2) "My hair is brown." *Talk (12)*

3) "My nose is large." *Talk (12)*

4) "I smile a lot." *Talk (12)*

5) "We're jokers." *Talk (12)*

6) "We're awesome." *Unqualified Positive Regard (21)*

7) "First we jump into the shopping cart and it went down the hill and when we got to the bottom we ran into his car " *Talk (12)*

8) "I'm perfect, they should make a bronze statue of me!" *Talk (12)*

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


   23. Verbal Attack. Verbal Attack refers to personalized and unqualified disapproval of the peer or vague statements of unqualified negative emotion toward the peer. Name calling, threats, and specific humiliation of the peer are coded as Verbal Attack.

Decision Rules:

1) Derogatory name calling of self is coded *Self-Disclose (22)*.

      "I get bad grades, because I'm stupid." *Self-Disclose (22)*

   Derogatory name calling of anyone not present is coded a Talk (12)

      "She's so mean, she won't even let us get out of out chairs." *Talk (12)*

2) Derogatory name calling includes racist name calling.

      "You are a Jap." *Verbal Attack (23)*

      "You are Japanese." *Talk (12)*

      "You Gringo." *Verbal Attack (23)*

3) When a single statement contains both a Negative Verbal (13) and a Verbal Attack (23), code only Verbal Attack (23).

      "Well, you sure blew it, stupid." *Verbal Attack (23)*

4) Threats that do not accompany directives are coded Verbal Attack.

"You'll be sorry." *Verbal Attack (23)*

5) 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." *(23)*

"Don't be such a nerd." *(23)*

"Get lost." *(23)*

"Go to hell." *(23)*

"Lick my plate." *(23)*

6) When the peer is the brunt of teasing or jokes which have a clearly humiliating element, code Verbal Attack (23).

"You're gonna break the camera with a face like that." *Verbal Attack (23)*

Examples:

1) "You asshole." *(23)*

2) "You'll never amount to anything." *(23)*

3) "You always do everything wrong." *(23)*

4) "Slob!" *(23)*

5) "I hate you." *(23)*

6) "You're gonna get it." *(23)*

7) "Go soak your head." *(23)*

8) "I'm going to punch you out." *(23)*

9) "You're embarrassing." *(23)*

10) "You're so ugly, your mom must have screamed when she first saw you." *(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)*

4) "You are really acting crazy!" *Negative Verbal (13)*

5) "Let's face it- your dad's a pig." *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 (peer or interviewer) has an explicit choice of whether or not to comply. To code Request, compliance

must be potentially observable within the session or be a request for permission. Requests for permission are not limited to the time frame of the session.

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.

   "Can I borrow your bike tonight?" *Request (31)*

2) "I wish" statements requesting a specific behavior change of recipient are coded Request (31).

   "I wish you would talk louder." *Request (31)*

3) Politely worded commands, such as those that include the word "please", are coded Command (32).

   "Give me a piece of gum please." *Command (32)*

4) Instructional suggestions are coded Talk (12).

   "Why don't you try holding it up to the light?" *Talk (12)*

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

   "Get back on the topic, OK?" *Request (31)*

Examples:

1) #1: "Would you give me my coat back?" *(31)*
   #6: "Can I give it back later?" *(31)*

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

3) "Why don't you toss me a piece of gum?" *(31)*

4) "Can I borrow your skateboard after this is over?" *(31)*

5) "Stop kicking my chair, OK?" *(31)*

Nonexamples:

1) "Please stop cracking your knuckles". *Command (32)*

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

3) "I wish you would shut up." *Coerce (33)*

4) "I wish you would drop dead." *Verbal Attack (23)*

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

session. 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 or prompting regarding the task are coded Talk (12). When in doubt, however, code Command (32).

> # 4: "It's your turn to talk about that problem with your family." *Talk (12)*
>
> # 1: (does nothing)
>
> # 4: "So talk about your problem." *Command (32)*

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

> "I want you to stop making that disgusting noise." *Command (32)*

3)     "Look at this" or "go pick up that" directives are coded Command if the indefinite object is clear from the context using visual or non-verbal clues.

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

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

> # 6: "Pick that up off the floor." *Command (32)*
>
> # 1: (ignores command)
>
> # 6: "Hey!" *Ambiguous Command (42)*

6)     "I want" statements which require a behavior change from another person are coded command (32). "I want" statements indicating personal preference are coded talk (12) or Self-disclose (22).

> "I want a piece of that gum." *Command (32)*
>
> "I want to do it by myself." *Command or Command Ambiguous (32 or 42)*
>
> "I want a new bicycle." *Talk (12)*
>
> "I want to get out of here." *Talk (12)*
>
> "I want my father to quit drinking." *Self-disclose (22)*
>
> "I want to be less selfish." *Self-disclose (22)*

7)     Where the command statement is meaningless, absurd, threatening, impossible to comply with, or simply rhetorical, and where the primary message is humiliating or insulting, code Verbal Attack (23).

> "Drop dead." *Verbal Attack (23)*
>
> "Go jump in the lake." *Verbal Attack (23)*
>
> "You just try it and see what happens." *Verbal Attack (23)*

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

> "Don't talk about my grades now." *Command (32)*
>
> - vs.-
>
> " Can it, John." *Command Ambiguous. (42)*

Examples:

1) "Pick up your junk on the floor." *(32)*
2) "Please get your foot off my chair." *(32)*
3) "I want a piece of gum, Ryan." *(32)*
4) "Look at this bruise my brother left on me." *(32)*
5) "Hey, come over here." *(32)*
6) "Let's go fog up the window." *(32)*

Nonexamples:

1) "Uh uh uh!" (admonishingly) *Vocal (62)*
2) "Mark, sit down." *Command (32)*
   (No response) *Non-Comply (03)*
   "Mark." *Command Ambiguous (42)*
3) "Get lost." *Verbal Attack (23)*
4) "Cool it while I'm being serious." *Command Ambiguous (42)*
5) "Let's go to the movies tomorrow." *Talk (12)*

33. Coerce. Directives that have a threatening or derogatory element and 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 the initiator must convey intentions of some personal injury, although the exact nature or extent of the injury may be somewhat unclear. The treat can be ambiguous, but the desired behavior change must be clear. The threat can be non-verbal, but the command must be verbal. Either a threat or derogatory element must be present in order to be coded a Coerce. 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 punch your face." *Verbal Attack (23)*
>
> "Don't call me dumb again or you'll get your face hit." *Coerce (33)*

2) The derogatory component of a Coerce cannot be in the form of name calling but must be a demeaning message in the wording of the directive. In the event that a coercive directive contains name calling, double code.

> "Sit your fat ass down." *Coerce (33)*
>
> "Sit your fat ass down, jerk." *Coerce (33) and Verbal Attack (23)*

3) Threats which follow up an earlier command are coded Coerce Ambiguous (43).

> #1: "Hey Mark, let's get out of here." *Command (32)*
>
> (Mark crosses arms and glares at target) *Non-Comply (03) and Negative Nonverbal (73)*
>
> #1: "If you don't, you'll be sorry." *Coerce Ambiguous (43)*

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

> "If you don't stop teasing me, I'm not going to let you borrow my new tapes." *Talk (12)*
>
> "If you don't stay in your chair, I'm going to tell the interviewer." *Talk (12)*

Examples:

1) "Give me back my hat now or I won't hang around with you anymore." *(33)*
2) "Stop hitting me or you'll be sorry." *(33)*
3) "Get your ugly feet off the chair." *(33)*
4) "Shut up." *(33)*
5) "You better stop hitting me." *(33)*
6) "Shut up." *(33)*

Nonexamples:

1) "If you leave now, I won't split the money with you." *Talk (12)*
2) "You're such a wimp!" *Verbal Attack (23)*
3) "Lighten up or else." *Coerce Ambiguous (43)*
4) "You better sit down, or we won't get paid." *Command (32)*
5) Go jump in the lake." *Verbal Attack (23)*

**41. Request Ambiguous.** Requests for behavior change where the desired change, or time frame for the change, is not explicit are 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 session. 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.

         # 4: "Will you hold this for me?" *Request (31)*

         # 1: "I can't right now." *Refuse (53)*

         # 4: "Please?" *Request Ambiguous (41)*

Examples:

1)      "Will you cool it while I'm thinking?" *(41)*

2)      "Will you please share with me?" *(41)*

3)      "Would you help me?" *(41)*

4)      "I wish you would stop acting that way." *(41)*

5)      "Kevin, would you please?" *(41)*

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

7)      "Settle down, OK?" *(41)*

8)      "Let's get serious, O.K.?" *(41)*

9)      "I wish you would be cool." *(41)*

Nonexamples:

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

2)      "Will you throw this in the trash for me?" *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 "Billy!" "Please!", or "Now!" are coded Command Ambiguous (42).

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

    "Jesse" *Talk (12)*

3) "Shut up" directives are coded Coerce (33).

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

    "Now, John." *Command Ambiguous (42)*

5) If the specific behavior requested is not included in the command, code Command Ambiguous (42).

    "Tone it down." *Command Ambiguous (42)*

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

6) "I dare you" can function as a reprompt to a command, otherwise, "I dare you" is coded Talk (12)

    # 1: "Get up and turn off the mikes." *Command (32)*

    # 4: "No." *Refuse (53)*

    # 1: "I dare you." (reprompt) *Command Ambiguous (42)*

    and

    # 6: "I don't want to ask her out on a date." *Talk (12)*

    # 1: "I dare you." *Talk (12)*


Examples:

1) "Stop being so bossy." *(42)*

2) "Cool it while I'm talking." *(42)*

3) "If you want to borrow my bike you better shape up." *(42)*

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

5) "Stop whining!" *(42)*

6) "Sit down." *Command (32)*

    Peer remains standing. *Non Comply (03)*

    "Did you hear me?" (as reprompt) *(42)*

7) "I want you to help me talk about this problem." *(42)*

8) "Shhhhhh." *(42)*

9) "Time out." *(42)*

<u>Nonexamples</u>:

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

2) "Stop talking about my girlfriend." *Command (32)*

3) "If you were less sloppy, you would at least make fewer arithmetic errors." *Negative Verbal (13)*

**43. Coerce Ambiguous.** Directives that are threatening or derogatory and also unclear are coded Coerce Ambiguous. The definition of this code is similar to Coerce (33), except that the demanded behavior change is not clearly articulated. Either a threat or derogatory element must be present. 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.

<u>Decision Rules</u>:

1) Threats that do not accompany a directive are coded Verbal Attack (23).

> "I'm never going to speak to you again." *Verbal Attack (23)*

> "Knock it off or I'm never going to speak to you again." *Coerce Ambiguous (43)*

2) The derogatory component of a Coerce Ambiguous cannot be in the form of name calling, but must be a demeaning message in the wording of the directive. In the event that a coercive directive contains name calling, double code.

> "Get your ugly face out of here, lame brain." *Coerce Ambiguous (43) and Verbal Attack (23)*

3) Threats which follow up an earlier command are coded Coerce Ambiguous (43)

> "Stop burping." *Command (32)*

> Peer burps again. *Noncomply (03)*

> "I'll kick you if you do it again." *Coerce Ambiguous (43)*

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

> "If you don't bug off, I'm not going to buy you a hamburger." *Talk (12)*

<u>Examples</u>:

1) "You watch your step or else." *(43)*

2) "Shape up or I'll shape you up." *(43)*

3) "Button your ugly mouth." *(43)*

4)    "Are you going to show a little respect, or am I going to knock you silly?" *(43)*
5)    "Back off." (said while shaking fist at peer) *(43)*
6)    "You better cool it." *(43)*
7)    "Get outta my face, or I'll let you have it." *(43)*

Nonexamples:
1)    "Shape up if you want your money back." *Command Ambiguous (42)*
2)    "You're really going to get it when we leave here." *Verbal Attack (23)*
3)    "You bet knock it off or I won't lend you my skateboard." *Command Ambiguous (42)*

51. Agree. Verbal acquiescence to a directive, or granting permission in response to a request. Agree can only be coded following a directive. Partial agreements with a request or command, or statements implying eventual compliance, are coded 51. A vocal agreement with a directive is coded 51. Agreements of fact are coded Talk (12).

Decision Rules:
1)    Code verbal responses to directives by their literal content (face value) as much as possible.
      A)    "Shut the door." *Command (32)*
            "Shut it yourself." *Command (32)*
      B)    "Jason, let me borrow your pencil." *Command (32)*
            "Can I give it to you later?" *Request (31)*
      C)    "Come on, be serious." *Command Ambiguous (42)*
            "I have been." *Talk (12)*
2)    Where "if-then" contingencies are combined with agreement to directives, just code 51 (Agree).
      A)    "Will you lend me your bike?" *Request (31)*
            "If you will be careful with it." *Agree (51)*
      B)    "Will you let me have a party at your house?" *Request (31)*
            "Yes, but not this week." *Agree (51)*
3)    It is permissible to code both a refusal and a later agreement to the same directive.
            # 1: "Jake, will you get your junk out of my way?" *Request Ambiguous (41)*
            # 6: "I don't feel like it." *Refuse (53)*
            # 1: (frowns at #6) *Negative Nonverbal (73)*
            # 6: "Oh, all right." *Agree (51)*

<u>Examples</u>:

1)      # 3:"Stay seated during the taping and speak up." *Command (32)*

         # 1: "O.K." *Agree (51)*

2)      # 6: "Stop clowning around." *Ambiguous Command (42)*

         # 1: "O.K." (51) (and stops) *Comply (01)*

3)      # 1: "Toss this in the trash." *Command (32)*

         # 4: "In a minute." *Agree (51)*

<u>Nonexamples</u>:

1)      # 1: "Shake my hand" *Command (32)*

      # 4: "All right." (and shakes hand) *Comply (01)*, *Touch (91)*

      (Drop Agree, in this instance, don't triple code.) See priority rules on page 8.

2)      # 6: "Let's go to the river on Saturday." *Talk (12)*

      # 1: "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. A vocal refusal of a directive is coded 53. Disagreements with facts are coded Talk (12).

<u>Decision Rules</u>:

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

       A    # 2: "Speak louder, please." *Command (32)*

           #6: "I have been." *Talk (12)*

       B    #4: "Will you help me with my homework?" *Request (31)*

           #1: "Are you dumb or something?" *Verbal Attack (23)*

2)      Where conditional contingencies are combined with refusal of directives, just code the 53.

       A    #1: "Can I go to the movie with you?" *Request (31)*

           #6: "Not unless you buy me a hamburger on the way." *(53)*

       B    #4: "Will you leave with me now?" *Request (31)*

           #1: "Not now, maybe later." *(53)*

3)      It is permissible to code both a refusal and a subsequent agreement to the same directive. (See #3, page 27)

4)    Provocative verbal responses to directives will be coded 53 with appropriate valence.

> #4: "You've got to calm down and talk about my family
>
> problem with me." *Command Ambiguous (42)*
>
> #1: "That's what you think." *(53)*

Examples:

1)    "The hell I will." *(53)*

2)    "No way." *(53)*

3)    # 2: "John, will you please stop drawing on the board?" *Request (31)*
     # 1: "No." *(53)*

4)    # 6: "Can I leave now?" *Request (31)*
     # 3: "Not yet." *(53)*

Nonexamples:

1)    # 1: "John, give me a piece of gum." *Command (32)*
     # 6: "I just gave you one a minute ago." *Talk (12)*

2)    # 4: "Please speak louder." *Command (32)*
         # 1: "I hate you telling me what to do." *Negative Verbal (13)*

3)    # 1: "Will you help me tie this?" *Request (31)*
     # 4: "You can do a better job than me." *Positive Verbal (11)*

## 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 talk about your family problem now." *Command (32)*
>
> "Why don't you tell your dad you're sorry, so he won't ground you?" *Talk (12)*
>
> "Why don't you mind your own business?" *Request Ambiguous (41)*
>
> "If you hold your pen this way, you would write better." *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 (by face value) as much as possible.

> A)    "Will you help me with my homework?" *Request (31)*
>
> "Are you dumb or something.?" *Verbal Attack (23)*

B) "Shut the door." *Command (32)*

"Shut it yourself." *Command (32)*

C) "Give me a piece of gum." *Command (32)*

"I already did." *Talk (12)*

D) "Throw this in the trash over there." *Command (32)*

"I hate picking up after you." *Negative Verbal (13)*

E) "Can I borrow your tape player?" *Request (31)*

"But it's broken." *Talk (12)*

F) "Will you help me with my math?" *Request (31)*

"You know as much about it as I do." *Talk (12)*

G) "You talk nicer to me or else!" *Coerce Ambiguous (43)*

"Try and make me." *Command Ambiguous (42)*

3.    "I want" statements indicating personal preference are coded Talk (12) and those which may require behavior change from another person are coded Command (32).

"I want another piece of candy, Mike." *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 stay out late tonight." *Talk (12)*

4.    If the behavior requested is not included in the command, code Ambiguous.

"Hold still while I write on your arm." *Command (32)*

"Be quiet." *Command (32)*

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

"Help me find my pen." *Command (32)*

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

"You come here or else." *Coerce (33)*

"Shut up." *Coerce (33)*

"Apologize to the interviewer." *Command (32)*

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

"Cool it while I'm being serious." *Command Ambiguous (42)*

"Tone it down." *Command Ambiguous (42)*

"Stop teasing me." *Command Ambiguous (42)*

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

    A)   "Will you hand me that paper?" *Request (31)*

         "If you say thank you." *Agree (51)*

                    or

         "Not unless you say thank you." *Refuse (53)*

    B)   "Wanna play a game with me?" *Request (31)*

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

    C)   "Can I see some of the videotape?" *Request (31)*

         "Maybe." *Talk (12)*

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

    A)   "Will you let me wear your blue shirt?" *Request (31)*

         "Heck no, you wore it yesterday." *Refuse (53)*

         "I'll trade you. You can borrow my skateboard." *Talk (12)*

         "That sounds O.K.." *Agree (51)*

    B)   "Hank, can I borrow that pencil?" *Request (31)*

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

         "Great! Thanks." *Positive Verbal (11)*

         "Whoops, sorry. I forgot I've got to fill this form out." *Positive Verbal, Refuse (11, 53)*

## SPECIAL CASES:  COMMANDS AND COMMAND RESPONSES

1.     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." |
| "Wise up." | "Go jump in the lake." |
| "Bug off." | "Gag me with a spoon." |

2. 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.

> # 1: "Tom, toss me your jacket. It's cold in here." *Command (32)*
>
> # 6: (reaches for his jacket and starts to toss it to #1) *Comply (01)*
>
> # 1: "Oh, never mind, here's mine." *Command (32)*

This also applies to "forget it," as a cancellation of a Command.

> # 1: "Go tap the microphone." *Command (32)*
>
> # 6: Peer stands up to comply. *Comply (01)*
>
> # 1: "Forget it." *Command Ambiguous (42)*

Otherwise "forget it," is coded Talk (12)

> # 1: "Go...(mumbles)." *Talk (12)*
>
> # 6: What?" *Talk (12)*
>
> # 1: "Forget it." *Talk (12)*

"Forget it." can also be a refuse (53)

> #1: "Go tap the microphone." *Command (32)*
>
> #6: "Forget it." *Refuse (53)*

62. Vocal: Any audible vocal expressions, including laughter, whistling, and 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.

> A. # 1: "Tom, will you hand me my coat?" *Request (31)*
>
> # 4: "Uh-huh." (Gets coat.) *Agree, Comply (51, 01)*
>
> B. # 1: "Would you like another piece of candy?" *Positive Verbal (11)*
>
> #4: "Uh-huh." *Vocal (62)*

Examples:

1)  laughter *(62)*
2)  humming *(62)*
3)  whistling *(62)*
4)  facilitative "uh-huh" *(62)*
5)  crying *(62)*
6)  nonverbal whining *(62)*
7)  sighing *(62)*

Nonexamples:

1)  Singing (using words) *Talk (12)*
2)  "Shh!" *Ambiguous Command (42)*
3)  "Yeah." *Talk (12)*
4)  # 1: "Hand me the pen." *Command (32)*
    # 4: "Uh, Uh." *Refuse (53)*

**71. Positive Nonverbal:** Any nonverbal and nonvocal behavior indicating acceptance, approval, agreement, or affirmation of the peer or his behavior, including positive facial expressions or hand gestures. Handing or offering objects or food to the peer is coded 71, when there is very little or no physical contact between interactants. Nonverbally agreeing with the peer's directive is coded 71.

Decision Rules:

1)  Positive nonverbal behavior must be directed at or be made in reference to the peer or the interviewer (when present) to be coded as such. If the reference is the peer, yet directed at the camera, code a Positive Verbal (71) with 9 as the recipient.

    # 1: "I like his shoes." *Positive Verbal (11), recipient (9).*

    # 1: "Gives thumbs up sign. *Positive Nonverbal (71), recipient (9).*

    If it is unclear whether the peer is the reference and the action is directed at the camera, code *Positive Nonverbal (71) with recipient (9).*

    Peer gives thumbs up sign to the camera. *Positive Nonverbal (71), recipient (9).*

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

    (Smiling) "You turkey." *Verbal Attack (23), valence (2)*

3)      Nonverbally agreeing with a directive is coded 71.

         # 1: "Bill, can you hand me the pencil?" *Request (31)*

         # 4: (Nods) *Positive Nonverbal (71)*

## Examples:

1)      smiles *(71)*

2)      winks *(71)*

3)      thumbs up sign *(71)*

4)      okay signal *(71)*

5)      Peer holds gum in hand, nonverbally offering it to other *(71)*

6)      # 4: "Will you help me?" *Request Ambiguous (41)*

         # 1: (looks at peer and nods) *Positive Nonverbal (71)*

7)      # 2: "Would you please sit down while I explain the next task?" *Request (31)*

         # 1: (nods head then sits down) *Positive Nonverbal and Comply (71, 01)*

## Nonexamples:

1)      "You got that right." (said while giving "thumbs up" sign) Positive Verbal (11) only is coded (verbal takes precedence over nonverbal).

2)      # 1: "Want to use my shades?" *Positive Verbal (11)*

         # 4: (shrugs shoulders) *Neutral Nonverbal (72)*

3)      # 1: (sticks out tongue at camera and peer is not looking) *Neutral Nonverbal (72)*

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

## Decision Rule:

1)      Positive or negative nonverbal behavior in reference to anyone not present is coded Neutral Nonverbal (72) with the appropriate qualifier.

Examples:

1)    # 4: "Did you go out last night?" *Talk (12)*
      # 1: (Nods his head) *Neutral Nonverbal (72)*

2)    # 1: "Do you know where I left my homework?" *Talk (12)*
      # 6: (Shrugs his shoulders) *Neutral Nonverbal (72)*

3)    # 1: "My sister stinks." *Talk (12)*
      # 4: "Holds his nose." *Neutral Nonverbal (72)*

4)    # 6: "Do you like your teacher?" *Talk (12)*
      # 1: "Does a thumbs down sign." *Neutral Nonverbal (72)*

Nonexamples:

1)    # 4: "Are you going to the game Friday night?" *Talk (12)*
      # 1: "Uh-uh." (and shakes his head) *Vocal (62) only (vocal takes precedence over nonverbal)*

2)    # 1: looks at # 4 and frowns *Negative Nonverbal (73)*

3)    Interviewer: "Would you please sit down while I explain the next task?" *Request (31)*
      # 1: (nods head) *Positive Nonverbal (71)*

**73. Negative Nonverbal:**  Nonverbal gestures that are threatening or diminutive, or any derogatory, humiliating, negative facial expressions or hand gestures directed towards peer. Taking an object or food away from peer's possession when there is little or no physical contact is coded 73. Nonverbal refusals of a peer's directive are coded 73.

Decision Rules:

1)    Negative nonverbal behavior must be directed at one's peer or to the interviewer (when present) to be coded as such.

2)    Verbal, physical and vocal codes take precedence over nonverbal. Negative gestures accompanying vocal, verbal or physical behaviors are represented in the valence.

3)    A humiliating gesture includes imitating or mocking another's characteristic. Our cultural norms will be used to determine whether or not an imitation of a peer's characteristic is a negative gesture.
      # 1: Makes slanted eyes at peer. *Negative Nonverbal (73)*

4)    If an object is thrown at the peer, yet misses, code Negative Nonverbal (73).
    If it is not clear whether the object thrown actually hits the peer code Negative Nonverbal (73).

Examples:

1) shaking a fist at peer *(73)*
2) interactive frowning, grimacing or scowling *(73)*
3) stomping *(73)*
4) shaking head "no" in response to a directive *(73)*
5) # 4: (facing camera, points at #1, then makes "thumbs down" gesture) *(73)*
6) # 1: ("flips off" the camera) *(73)* with *9 as a recipient.*
7) Swings and misses the peer. *(73)*
8) Throws his shoe at the peer, yet misses him. *(73)*

Nonexamples:

1) # 1: "Are you going to take Spanish this year?" *Talk (12)*
   # 4: (shakes head "no") *Neutral Nonverbal (72)*
2) Interviewer: "Did you solve the problem?" *Talk (12)*
   # 1: (shakes head "no") *Neutral Nonverbal (72)*

**82. Manipulation of Objects:** Any interactive focused and/or destructive or potentially destructive manipulation of objects. The behavior must either be a focused attention on an object and/or inappropriate use of an object.

Examples:

1) # 4: (shakes the table sitting between peers to get peer's attention.) *(82)*
2) # 1: (picks up questionnaire and tears it up) *(82)*
3) # 6: (approaches camera and puts finger on lens) *(82)*
4) # 1: (takes off shoe and examines it with peer.) *(82)*
5) # 1: (presses lips against window directly in front of camera.) *(82)*
6) # 1: (taps microphone) *(82)*
7) # 6: (plays with yoyo while peer watches.) *(82)*

Nonexamples:

1) # 1: (picks up form and starts filling it out) *No Code*
2) # 4: (flops down in the chair and puts feet on the table) *No Code*
3) # 6: (picks up waste basket and hits #1 with it) *Physical Aggressive (93)*

**91. Touch/Hold:** Any positive and/or affectionate physical contact between peers such as a pat, tap on the shoulder, tickle, hug or arm around the shoulder.

Decision Rules:

1) Directive physical contact is coded Physical Interact (92).

    # 1: (moves peer's foot off of the table) *Physical Interact (92).*

2) Any aversive physical contact is coded Physical Aggressive (93). When in doubt between Touch/Hold (91) and Physical Aggressive (93), code Physical Aggressive (93).

Examples:

1) tickling *(91)*
2) patting shoulder or arm *(91)*
3) shaking hands *(91)*
4) arm around other's shoulder *(91)*
5) peers "give five" to one another *(91)*

Nonexamples:

1) # 1: ( pulls #6 away from the camera by the hand) *Physical Interact (92)*
2) # 6: (accidently steps on #1's foot) *Physical Aggressive (93)*

**92. Physical Interact:** Physical Interact represents any directive physical contact which is inherently neutral or nonaversive such as in holding another back as in restraint, guiding an individual to a location, or guiding a person's hand to help in doing a task. Includes physical interaction such as arm wrestling, wrestling, or other interactive physical play.

Decision Rules:

1) Self-grooming or grooming another will be coded 92.

    (Peer combs his own hair) Physical interact with self as recipient (69263).

    (Target Child combs peer's hair) Physical interact with peer as recipient (19263).

2) The recipient of a 92 is only coded 92 when he is actively reciprocating with directive physical behavior.

    (Peer and target child wrestle) code 19263 and 69213

Examples:

1)   physically guiding another to his chair (92)

2)   physical restraint of another from action (92)

3)   pinning the peer to the floor (92)

4)   sitting on top of someone as in wrestling (92)

5)   combing one's own hair (92)

Nonexamples:

1)   pulling peer up from his chair by the ear. *Physical Aggressive (93)*

2)   shoving peer into his chair. *Physical Aggressive (93).*

**93. Physical Aggressive:** Any aversive physical contact, including hitting, pinching, ear flicking, kicking or hitting with an object, regardless of force. Physical Aggression is differentiated from Touch/Hold by the inherent aversiveness of the physical behavior, not by the recipient peer's response nor the initiator's valence.

Decision Rules:

1)   Destructiveness to objects is coded as Manipulation of Objects (82)

Examples:

1)   shoving (93)

2)   biting (93)

3)   spitting at peer (93)

4)   (peer slings pebble at other using slingshot or peashooter) (93)

5)   (peer hits target child with his shoe.) (93)

Nonexamples:

1)   # 1: (holds #4's wrist to prevent him from hitting) *Physical Interact (92)*

2)   # 6: (taps #1 on shoulder to get his attention) *Touch/Hold (91)*

3)   # 1: (shakes interviewers hand as leaving) *Touch/Hold (91)*

**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.

<u>Decision Rules</u>:

1)    If the coded activity describes the compliant behavior, simply record the compliance (01).

        # 3: "Sit down." *Command (32)*

        # 1: Sits down. *Comply (01)*

2)    The compliance code (01) has priority over the code for compliant behavior if time prohibits the coding of the comply (01) and the compliant behavior.

3)    When compliance is unclear do not code.

        # 1: "John, be a little more careful with that photograph." *Command Ambiguous (42)*

        # 6: "I'll try." 51 (Agree) (# 6 continues looking at the photo, with no discernible difference in behavior) *No Compliance code*

        # 4: "Brian, pick up all your stuff before the videotaping is over." *Command (32)* (No Compliance or Noncompliance code would be entered, unless there was an immediate move toward compliance.)

4)    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.

        # 1: "Give me my pencil back." *Command (32)*

        # 6: Doesn't return pencil. *Noncomply (03)*

        # 6: Gives pencil back at end of session *(no code)*

5)    It is permissible to code Refuse (53) and a subsequent compliance (01) to the same directive.

        # 6: "Get your foot off the table." *Command (32)*

        # 1: "No." *Refuse (53)*

        (# 1: takes foot off of the table.) *Comply (01)*

6)    If a directive is given with conflicting elements, and the peer complies to either, code Comply.

        # 1: "Talk, don't say a word, just talk." *Command (32)*

        # 4: "I don't want to play racquetball." *Comply (01), Talk (12)*

7)    If a two-part directive is given and the peer complies to any part of the direct, code Comply (01)

        # 6: "Stand up and start singing." *Command (32)*

        # 1: Stays seated and starts singing. *Comply (01)*

<u>Examples</u>:

1)   # 1: "John, hand me that pen and sit down." *Command (32)*
     # 4: (hands # 1 the pen) *(01)*

2)   # 6: "Will you please take your feet off the table?" *Request (31)*
     # 1: "Okay." *Agree (51)*
     # 1: (takes his feet off the table) *Comply (01)*

3)   # 1: "Tell me what you were up to today." *Command Ambiguous (42)*
     # 6: "Well, I played basketball." *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.

<u>Decision Rules</u>:

1)   If the coded activity describes the noncompliant behavior, simply record the Noncompliance (03).

>    # 1: "Stand up." *Command (32)*
>    # 6: (remains seated) *Noncomply (03)*

2)   The Noncompliance code (03) has priority over the noncomplying behavior, if time prohibits the coding of both the Noncompliance and the noncompliant behavior.

3)   When compliance or noncompliance is unclear do not code.

>    # 1: (sitting in chair, appears to be doing nothing)
>    # 4: "Come on, knock it off." *Command Ambiguous (42)*
>    # 1: (continues to sit in chair) *nothing coded*

4)   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.

>    # 1: "Craig, pass me that pad of paper." *Command (32)*
>    # 4: "Heck no, you always want me to wait on you." *Refuse (53) Negative Verbal (13)*
>    # 1: "No I don't. I do lots of stuff for you." *Talk (12)*
>    # 4: "Oh, all right." *Agree (51)*
>    # 6: "Stop that whistling." *Command (32)*
>    # 1: (continues whistling) *Noncomply (03)*
>    (when interviewer enters room, # 1 stops whistling) *no code*

5) It is possible to code Agree (51) and a subsequent non-compliance (03) to the same directive.

> # 4: "Wave to the camera." *Command (32)*
>
> # 1: "O.K." *Agree (51)*
>
> (# 1 puts his hands in his pockets.) *Non-Comply (03)*

Examples:

1) Interviewer: "Sit down now, John!" *Command (32)*

> # 1: (continues to walk around the room) *Noncomply (03)*

2) # 1: "Don't be so stupid." *Verbal Attack (23)*

> # 6: "Don't call me stupid!" *Command (32)*
>
> # 1: "Okay, Dumbo." *Noncomply (03); Verbal Attack (23) (Agree (51) will not be coded here)*

## V. ANTISOCIAL QUALIFIER

Description and Definition: The qualifier toggle switch classifies the ongoing peer interaction into Antisocial or Neutral (i.e., not antisocial). These two categories describe the social orientation of the boys' 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 two boys (regardless of affect), only if it is forcefully aversive. For example, hitting, kicking, and spitting is antisocial, however, accidental kicks or light hits are not antisocial;

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8) Descriptions of punishment for past misbehavior;

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 <u>any member in the dyad</u> 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.

<u>Decision Rules</u>:

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) <u>Five seconds</u> 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 which 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 boys 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 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 other's 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." *Talk (12) Antisocial*

5)  "Let's cover the camera lens with this skateboard." *Command (32) Antisocial*
    "Hey, that's a great idea." *Positive Verbal (11) Antisocial*

6)  "I like the way you told your Dad to stick it." *Positive Verbal (11) Antisocial*

7)  # 1: (laughing loudly after the interviewer directed him to listen to instructions) *Vocal (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) "We really nailed then good during the gang fight last night." *Positive Verbal (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 Verbal (13), 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*

## VI. AFFECTIVE 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 rated for valence using a scale ranging from sad to exuberant affect (see scale and anchor point definitions below). Even when the initiator is acting out another's behavior, use the same scale to determine valence.

### VALENCE SCALE:

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

Overview: 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. 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 these described as unrestrained negative but are simply less extreme.

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

**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 casual 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, friendly.

**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.

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## Appendix A

## EXPLANATION OF THE VIDEOTAPE PROCEDURES FOR THE PEER INTERACTION
## TASK

The Interviewer first introduces the task to the peers:

"The next part is what we call problem solving. There are five parts, each one lasts for five minutes. We are interested in studying how friends go about making plans and solving day-to-day problems that come up in their lives. For this reason we ask you to talk together. Conversations are often so complicated or fast-moving that it is difficult for coders to keep up with everything that is going on, so we make a videotape of the discussion. Later the tape is coded by one of our staff."

The boys are instructed to take the first five minutes to plan an activity to do together, something they could actually do in the next two weeks:

"For the first five minutes we'd like you to plan an activity. It doesn't need to be expensive or extravagant, just something you'd both enjoy doing and that you're pretty certain you'll be able to do in the next two weeks. Plan it in as much detail as possible and try to take the full five minutes. If you run out of things to say about the activity, you can just have a regular conversation. We ask that you don't go on to any of the issues that either of you chose until I let you know that it's time to talk about them. I'll keep track of the time."

The interviewer then explains the problem solving sessions to the peers:

"For the other four five-minute discussions, we'll have you talk about the issues you chose earlier. We'd like you to define the problem and come up with as many solutions as you can to make the problem better. We want you two to come up with the best way to deal with the situation next time it comes up. Try to use the whole five minutes and as before, if you run out of things to say or solve the problem before I let you know the time is up, you can just chat. Please don't talk about any of the other issues until I start you on them."

Before beginning the task, the subjects are reminded of the contractual nature of the task:

"Please don't get out of your chairs or move them. We would like you to speak up during the task, so that you can be heard. I'll be working the camera, but won't be listening to what you say."

"Are there any questions? I'll turn the camera on and be right back to start you on planning a fun activity."

After each five-minute segment, the interviewer returns to the room and asks the peers "How did that go?" The interviewer then introduces the specific issue that the peers will discuss for the following five minutes.