

The Incredible Years

Coder Impressions Inventory

Coder's Name _____

Child's Name _____

For each of the items in the inventory, fill in the circle that is the best description. Please fill in the bubble completely - **use a black felt tip pen or a black pen, no pencils please!** If the father is present, do a separate inventory for him.

Time	1	CID	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Coder ID	<input type="text"/> <input type="text"/>	Coder	<input type="radio"/> Primary <input type="radio"/> Secondary
Reliability?	<input type="radio"/> No <input type="radio"/> Yes	Mom	Dad/Other
Date	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

1. The child's conduct during this observation session was generally:
 Specacular Very good Okay Average Below average Very poor Awful

No basis
 Did not occur
 1-3 examples
 4 or more examples

- | | |
|---|-----------------|
| 2. The child did not comply with at least one parental request/command. | (0) (1) (2) (3) |
| 3. The child did not comply, <i>and</i> the parent followed up with another command/reprimand. | (0) (1) (2) (3) |
| 4. The parent threatened punishment for a transgression. ("If you do that again, I'll hit you.") | (0) (1) (2) (3) |
| 5a. The parent threatened punishment for a transgression and followed through. | (0) (1) (2) (3) |
| 5b. The parent warned child of consequence if misbehavior continued ("If you can't keep the crayons on the paper, I'll need to take them away.") | (0) (1) (2) (3) |
| 6. The parent made unreasonable request(s) (e.g., age-inappropriate, too high standards, impossible to comply with.) | (1) (2) (3) |
| 7. The parent showed disapproval or criticized child. | (1) (2) (3) |
| 8. The parent used guilt induction to get compliance. | (1) (2) (3) |
| 9. The parent gave rationales (not lecturing, but simple, clear reasons) when appropriate. | (0) (1) (2) (3) |
| 10. The parent tried to pleasantly tease, kid or humor the child out of sour mood, conflict, etc. | (0) (1) (2) (3) |
| 11. The parent clearly pinpointed the infraction/misbehavior when disciplining. | (0) (1) (2) (3) |
| 12. The parent labeled the misbehavior, but no follow-through or punishment. | (0) (1) (2) (3) |
| 13. The child did something clearly prosocial (extra nice, volunteered, did something for family, was cooperative), and the parent gave a positive response. | (0) (1) (2) (3) |
| 14. The child did something clearly prosocial (extra nice, volunteered, did something for family, was cooperative), and the parent ignored it (or paid no attention.) | (0) (1) (2) (3) |

Parent used any of the following

- | | |
|---|-----------------|
| 15. Time out, other social isolation. | (0) (1) (2) (3) |
| 16. A sticker program or contingent rewards (no evidence & didn't happen = 1, chart evident or uses once = 2, actively using = 3) | (1) (2) (3) |
| 17. Withdrawal of privileges. | (0) (1) (2) (3) |
| 18. The parent seemed to provoke the child into arguments. | (1) (2) (3) |
| 19. The parent used sarcasm in a denigrating or hurtful way. | (1) (2) (3) |
| 20. The parent actually modeled positive behavior for child (gave child words to say.) | (1) (2) (3) |
| 21. Paid attention when child talked or asked questions. | (1) (2) (3) |
| 22. Problem-solved with child. | (1) (2) (3) |
| 23. Did not pay attention when child talked. | (1) (2) (3) |
| 24. Ignored child's inappropriate behavior. | (0) (1) (2) (3) |
| 25. Discussed/planned a future activity with child (in which both parent and child might participate.) | (1) (2) (3) |
| 26. Parent encouraged the child to try some thing new to promote skill development. | (1) (2) (3) |
| 27. Parent appropriately monitored child. | (1) (2) (3) |



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CID				
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In general, which of the following seemed to characterize the parent/family?

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|---|-----------------------|-----------------------|-----------------------|
| 59. Friendly relations between parent and child. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 60. Parent related to child as peer. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. Parent seemed antisocial (behavior leading to arrest). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. Parent seemed distant, detached from child. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. Child seemed to have hostile, arrogant or noncompliant set to parent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. Child treated parent with respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. Child seemed aloof, distant, or unattached to parent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 66. Child seemed to fear parent (was wary). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. Parent treated child with respect (acceptance). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. Parent seems supportive and empathic. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. Parent relates positive comments about child to coder. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. Child has toys, books and puzzles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. Home or apartment appears safe. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Did no t occur
1-3 examples
4 or more examples

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 72. Does the family look like they need intervention? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 73. Parent provides cognitive stimulation (reading, descriptive commenting, interactive play). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. Parent provides emotional stimulation (encouragement, increases child self-esteem). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. Child lacks grooming and attention to personal hygiene. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Yes definitely
Some-what
Maybe-yes, maybe no
Probably no t
No, not at all

Physical Environment

76. Cleanliness
- Extremely clean
 -
 - So-so
 -
 - Extremely dirty
77. Light
- Bright cheery
 -
 - So-so
 -
 - Dark dingy
78. Air
- Fresh
 -
 - So-so
 -
 - Toxic

79. Safety
- Very safe
 -
 - So-so
 -
 - Multiple safety hazards
80. TV
- Appears to be on all the time
 - TV off
 - No TV
 - Don't know
81. Gut reaction
- Felt really uncomfortable (family hostile)
 -
 - So-so
 -
 - Loved family (family lifted my spirits)