

**PEER CODING SYSTEM**  
**Communication Skills**

## **POSITIVE COMMUNICATION SKILLS**

Open-Ended Questions: (QC)

An open-ended question occurs when the child invites or solicits his friend to comment on what has been said; on what he has perceived as been said or initiates a new topic for discussion. This category includes open-ended questions or statements that solicits his friends thoughts, feelings, or opinions. The sentence may begin with, "What do you think about?" "What would you do if...?" "How?" or a Why? question. In an open-ended question the child generally expresses a willingness to be open and to consider different options.

Examples:

- Why did you put that man in that corner?
- How would you like to play house?
- Does this dress fit her?
- Did you have fun at Six Flaggs?
- Do you want to go outside and play?
- Do you want to play with it?

On the other hand, if the questions is really a suggestion it should be coded as such.

Example:

- Aren't you going to color that one red?

The question would be coded successful if the other child responds to the question with an answer.

Example:

- Child one: Why did you put the man in the corner of the castle? (Q)
- Child two: I thought it would be a good idea to have him guard the entrance to the castle. (Suc)

The question would be coded as **unsuccessful** if the other child did not answer or ignored the question or in some way criticized the question itself.

Ask Permission of Child: (QP)

Here the child asks his friend with an open-ended question whether he can have permission to make or do something. In essence this is a statement that asks for approval. If this statement seems to be asking the other child to make a decision or to grant permission it should be coded as an "asking permission."

Example:

- Can I play with that now?
- Do you want me to help you?
- Can I come with you?
- May I, can I, could I, will you let me (permission)
- Pretend this is a bad guy, okay?

This behavior is scored as success or failure. The behavior would be recorded as success if the other child says "yes--that he can play with him now", or offers to give him the toy that he asks or is willing to play with him with some kind of affirmative action. The behavior would be recorded as a failure if the other child rejects him, refuses to play with him, denies or ignores his request.

Ask for Feedback or Help: (QF)

Ask for feedback or help would be coded when the child asks the other child for feedback on either his activity, or what he has made, or on an idea that he has come up with, or asks the other child to help him complete the activity that he is working on. This distinguishes itself because it asks the other child to do something that he cannot do for him or herself.

This one would be recorded as success if the other child responds to his request by giving him positive feedback or by helping him with his activity. It would be recorded a failure if the other child ignores the request, rejects, or refuses to comply with the child's request.

Example:

Can you show me how to do this?

I need you to hold it for me.

Would you tie this for me?

Hey how do you do that?

Do you like my car? vs. Do you like this car? (open-ended question)

Statement: Explain or Tell What Doing: (DESC)

A statement or explanation is when the child explains to the other child what it is that he is doing, making, or thinking. This may involve giving a reason for a rule. It may involve simply describing what it is that he is thinking about and making.

Information statements where information is given to the other child are also included here.

Example:

The red one is bigger.  
You've got an old box.  
My new doll comes from India.

\*These would be coded under statements  
or explanations.

A statement which is coded as a statement is coded as successful when the statement is responded to appropriately. A statement failure occurs when the request is ignored or the response is irrelevant or inappropriate. A failure code could also be used if there is a series of attempts to communicate some information, which is interrupted or ignored.

Example:

- 1) Child one: "I am making a neat castle." (success)  
Child two: "Oh that's a good idea to make a castle." (praise)
- 2) Child one: "I am going to make a castle."  
Child two: "Tomorrow I am going to make a cake with my mother." (failure)

Another time when a statement may be coded as a failure is when the child fails to get the other child's attention or fails to get an answer.

Suggestion or Tell an Idea: (SUG)

A suggestion is coded when the child makes a suggestion about something that they could do together or tells an idea about something.

Example:

The child might suggest that they make a house together or suggest that they play war.

On the other hand, a suggestion is also coded if the child tells an idea. Pretend is a suggestion - it implies "lets."

Example:

I have an idea, let's pretend we are going to build a separate capsule.

Note:

A child asking another child to pretend something in the play will be coded as suggestion, e.g.. Pretend it's a witch.

A suggestion also can be a kind of soft command that is presented as a possibly amongst alternatives.

Example:

You could make that black.  
We probably should make this...  
You might want to....  
Let's see . . .  
See if . .

A suggestion also includes a question concerning the activity of the other child.

Example:

Why don't you make that black? (suggestion)

Suggestions can also include suggestions for the pair.

Example:

We've got to put more guys in the house.  
Lets play house.  
We could use that.  
We could take turns.

Anything that says, "I've got an idea," will be "Tell an idea."

Agreement: (AG)

Agree would be coded if the child agrees with something that the other child has said. Agreement can also be coded whenever the child expresses agreement, compliance, or pleasure with what the other child does, has or wants.

These would be statements that show agreement, acknowledgment, politeness, and approval.

Example:

Child one: "Do you like my dress?"  
Child two: "Yes." (agreement)  
Child one: "Do you like my picture?"  
Child two: "Yes." (agreement)  
Child one: "I am finished with this."  
Child two: "I know." (agreement)  
Child one: "It is hard to get your clothes on."  
Child two: "I know what you mean." (agreement)

Polite Request: (Indirect Command) (REQ)

A request is coded when the child asks the other child to do something or to stop doing something in a kind of open-ended way. The request is made as a kind of suggestion, rather than a demand or command.

This request would be recorded as compliance (request comply) if the other child acquiesces to the child's request. On the other hand, it would be coded non-comply if the other child refuses to do what the child has requested.

A request can also be a command if it has a "please" or another polite modifier.

Example:

Please don't touch my new model car.	It's my turn.
This one please.	You can make the house.
That one please.	Let me have it.
Let me go first.	

A request can also be a question or a type of command that is given in the words "would you", "could you", or "will you".

Example:

Would **you** give me that?  
Will **you** pick that toy up?  
Just a minute -- hold on a sec.

If a positive command is softened by an okay, it will be a request.

Example:

Shall me pretend?  
Pretend . . . okay?

"Let me..." are requests because they are soft commands and not as direct as a command but not as neutral as suggestion, "let us."

"Come on..." are also requests.

Don't confuse a request though with an asking for permission statement. Asking tends to start with "will you let", "may I", "could I", "is it o.k. if I," which is different than the request; "will you", "could you", or "would you."

Praise: **(PR)**

Praise would be coded if the child activity praises something that the other child is doing, or shows enthusiasm and excitement about it.

This would be recorded as success if the other child responds with equal delight or failure if the other child ignores, denies, or criticizes.

Example:

You're coloring nice.

That's real good.

Thank you.

These statements that are made with warm, approving, admiring, affectionate, loving or enthusiastic tone of voice. These praise statements are directed at the other child, their activities, accomplishments, suggestions or proposals.

Example:

That's pretty.

You're my best friend.

I made this just for you.

I am going to marry you when we grow up.

Isn't that a good idea.

Apologize: (APOL)

Apologize is coded if the child apologizes to the other child about something that he has said or done.

Example:

I'm sorry.

Feeling Statement/Self-Disclosure: (F)

A feeling statement is recorded when the child makes a statement about his own feelings or acknowledges the feelings of the other child. They would be recorded as positive if the child is talking about some happy moments for himself or some happy feelings towards the other child, or they would be recorded as negative if the feelings are angry, frustrated, or disapproving.

Feeling statements must express the feelings, internally motivated needs, desires, or judgments of the child. Feeling statements are not demands.

Example:

I am tired.  
I am mad.  
I think the show was great.  
I like that.  
I want Jason to win.  
I wish I could play with you.  
I didn't want to play with the toy.  
I need them. (pos)  
I want . . .

Whenever the child expresses feelings, wants, opinions, likes, dislikes or needs he's expressing feeling statements. Questions about the other child's feelings, such as: "Do you like peanut butter?" would be coded under the open-ended questions.

Negative feeling statements can be, "I am mad at Sally." Positive feeling statements can be, "Are you tired?" or "That must have hurt."

## **NEGATIVE COMMUNICATION**

Disagree/Argue/Non-Cooperate: (DIS)

Disagreement or arguing is when the child disagrees with something that the other child has said or done. This would be recorded as reciprocated if the other child in turn disagrees or argues back. It would be non-reciprocated if the other child either ignores the disagreement or the argument, or tends to agree with what the child has said.

Statements that show disagreement and non-compliance.

Example:

Child one: "Hey, there's bridges and stuff."  
Child two: "There is no bridge." (disagree)

Disagreement with a rationale would get recorded as a disagreement, but also the rationale would get included under disagree with a rule or a reason. Disagreement is also coded when the child expresses non-cooperation or disapproval of the other child. If the disagreement involves a personal criticism of the child then it would be coded in the criticize category.

Example:

Child one: "Don't, that's a cage." (criticism, reason)  
Child two: "So, I'll go no matter what." (smart talk, disagree)

Child one: "These two are mine!" (disagree)  
Child two: "But this one is mine." (cooperate)

Refusal to cooperate is recorded when one child asks the other child to help him, to share with him, or to do something with him and the other child refuses to partake in this.

Command/Demand: (CD)

A command or a demand is recorded when the child is actively demanding that the other child make something, do something, stop something, in regard to what he is saying. A demand would be recorded as being complied to if the other child does go along with the command or non-compliance if the other child ignores, criticizes, rejects, or refuses to obey the child.

A command is a direct imperative that is not reactive.

Example:

Give me that.	It's time for you to leave now.
You be the doctor.	Put it back.
You be the guard.	Stay here.
I dare you to do that.	

Negative commands such as, "Be quiet," "Stop," "Don't," in response to the other child's statement or activity would be coded as criticism..

Example:

Child one:	"Please let me see that."
Child two:	"Don't touch it."

This would be a disagreement.

"Wait" is usually a command. "No" is usually a disagree.

Example:

I am going now.
Wait!
No we need to do this first.

Complying to a command would be recorded as an agreement, even if the compliance is giving information.

Example:

Child one:	"Tell me how much?" (command)
Child two:	"Six dollars, I guess." (agreement)

Some demand statements are, "Give me that."

Criticize, Negative Feedback or Reject: (CRIT)

Criticism or negative feedback would be recorded if the child actively disapproves or criticizes something that the other child has said or done. Criticism or rejection is also coded when the child responds negatively to another child or to his or her attempts at interacting.

It would be recorded as responded to if the other child in turn criticizes back or in some way shows a response to this. It would be recorded as non-responded to if the other child seems to ignore it.

Example:

You're stupid. (Cr. & S.T. - if directed at other child)  
You're a dummy. (Cr. & S.T. - if directed at other child)  
I told you so.  
Be quiet. (if child is talking)  
No!  
Why did you tear this apart?  
Stop?  
Don't!

A negative command will be coded as criticism.

Example:

You can't go there. (child is doing it)  
Don't.

If smart talk is directed at the child, it is double coded as criticism and smart talk. If it is said in imaginary play, it will only be coded as smart talk.

Example:

Are there bridges?  
No, there are ladders. (statement)

Negative Talk: (NEG)

Negative talk is recorded if the child talks negatively about some event in his life. This can be his teachers, schools, family, siblings, or some other situation. Or it could be another time when the child was here.

It would be recorded as responded to if the other child responds to the negative talk with his own negative talk or with some confirmation. It would be recorded as non-responded to if the other child seems to ignore it.

Give Reason or Rule for Disagreement: (REA)

This would be coded when the child gives a reason for why he doesn't want to do something or why he doesn't want to comply to a request, or why he might be disagreeing with the other child's suggestion or idea. These are statements that state, imply or evoke general principles of moral behavior; social or household rules. They might involve sharing, taking turns, and dividing equally.

Example:

You're suppose to.	You're not allowed to.
They don't want you to do this.	It's not nice, fare, polite.
You have to because..	We're not suppose to go in there.
No cheating.	No, because I am using it.
You have to take turns.	We've gotta share.
That's rude.	I won't because I'm play with her.
Okay but I'm too busy now.	We're not suppose to go in there.
No, it's <u>mine</u> .	No, it's <u>my</u> turn.

If the child disagrees and gives a reason for the disagreement it gets recorded both in the disagreement and in this section, "The Reasons."

Example:

Child one:	"Give me that."
Child two:	"I am using it." (disagreement & rule)
Child one:	"Go play over there."
Child two:	"Yes but I'm all set up here." (disagreement & reason)
Child one:	"Lets play with this."
Child two:	"O.k., but it might get broken." (disagreement & rule)

So, if the rationale provokes a social or general rule then it should be coded under the "Rules and Reasons."

Example:

Child one:	Playing video games and says to the other child, "It's still my turn."
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The reason can be a well known rule or it doesn't have to make sense. This is a powerful technique for children.

Example:

Child one:	"I am going to play with that queen."
Child two:	"You've got a girl over there, see right there."
Child one:	"I want to play with that queen."
Child two:	"You can't because it is going over there."

**PROBLEM SOLVING SKILLS/CONFLICT  
MANAGEMENT**

Physical Aggression--Grab Object: (AGG)

Grabbing object would be recorded if the other child physically tries to take an object away from the other child when he has it in his hands or his lap. This is recorded as reciprocated if the other child tries to grab it back again and they're engaged in a tug-of-war. It is recorded as unreciprocated if the other child acquiesces, gives in, and makes no attempt to get it back.

GR/R = reciprocated

NR = the other child doesn't grab back.

Physical Aggression-Hit: (AGG)

Hitting would be coded if the child physically hits the other child on any part of his body, or throws an object on his body. This would be recorded as reciprocated if the other child hits back and unreciprocated if the other child seems to ignore it or does not respond. This also includes intentional physical actions meant to harm the other child and included hitting, pushing, biting, and scratching.

Physical Aggression-Physical Intrude: (AGG)

Physical intrusion is recorded if the child intrudes on the other child's space. This may be done by pouring leggos or toys on the other child's lap or head, or somehow physically being involved with his body or his activities.

This can include putting a hand in front of the child's face or pointing a finger in the face.

Physical Aggression-Wrestling and Ninja Movements: (AGG)

Wrestling or Ninja movements are recorded when the two children are actively or physically wrestling with each other on the floor, or when they are wandering around the room making movements like Ninja warriors.

Destructive Play: (DESTR)

Destructive play is recorded when the child does something destructive with the toys. This may be throwing the objects hard against the wall or the floor, breaking the castle, breaking down the lincoln log house, throwing things around or kicking them with his feet.

This is recorded as responded to if the other child in turn engages in destructive play or non-responded if the other child ignores it and does not reciprocate.

Threaten: **(THR)**

Threaten is coded when the child verbally threatens the other child either by threatening to hurt him, to take an object away or to tell the teachers or his parents about something that he has done, to threaten that he will be spanked or punished in some way, or hurt by his peer group.

Threat is recorded as responded to if the other child reciprocates with verbal threat back again, or non-responded to if the other child seems not to acknowledge the threat.

This code is also used when a child threatens to withhold something positive from the other child, such as a friendship or shared experience.

Example:

If you don't let me play I won't be your friend.

Another threat may be when the child threatens to do something harmful such as hitting or breaking a toy.

Frustration: **(FR)**

Frustration is recorded when the child seems to show anxiety and frustration. This may be because he is having difficulty with making the leggo house, or frustrated because he is not winning at the tic-tac-toe game, or frustrated because the other child won't give him the control in order to play the video game. The child who is frustrated will exhibit it by grimaces on his face, by moving around in his seat, and by looking upset.

Withdrawal or Give-Up: (WITH)

Withdrawal or give-up occurs when the child withdraws from a conflict situation with the other child and says, "I give-up, you can do what you want," or refuses to be involved in what the other child has requested or asked him to do. This is a conflict where a resolution occurs because one of the children gives up. This may occur early or late in a conflict sequence. Someone may take a child's toy. This clearly upsets the child but does nothing to get the toy back. The child's reaction to the taking of the toy is crucial here. If the child is not upset then you would not use this code. Other ways that children give up during a conflict is to leave the area. They actually give the disputed toy to the other child or simply agree with the other child's reasons or justifications that they should get what they want.

Ignore: (IG)

Ignore would be recorded when one child ignores something that the other has said, done or asked. Ignore is coded whenever the child fails to respond to the other child and ignores his or her request for help or discussion of an idea.

This code is used when the child ignores a potential conflict, inducing behavior of the other child. This can involve turning away, leaving the area, or just not responding to a potential conflict.

Cry/Whine: (CR)

Cry or whine is recorded whenever the child cries out, whines, sulks, or seems unhappy. It is recorded as responded to if the other child also responds with a whine, cry or some sort of attention. It is non-responded to if it is ignored.

Smart Talk/Yell/Destructive Talk/Verbal Aggression/Taunt: (ST)

Smart talk, yelling and destructive talk are recorded whenever they occur. They may be high screams, aggressive talk towards the other child, or swearing. Verbal aggression is coded when children say things with the intent to hurt each other. It includes insults, derogatory remarks, negative teasing, and calling the other names.

In order to have reciprocal verbal aggression the children respond likewise back and forth to each other. The verbal conflict might be coded as a disagreement if one child is disagreeing with another but not at a level where he is **trying to hurt** the other child.

They are reciprocated if the other child responds unkind, or non-reciprocated if the other child does not seem to hear them.

Statements such as shouting, insults, tattling, jeering statements or yelling. Sarcasm can also be included here.

Example:

You're stupid.

If the smart talk is directed at the child, it is double coded as critical and smart talk. It is in imaginary play, it is only coded as smart talk.

Sarcasm or taunting commands are coded as smart talk.

Example:

Child one: "Look what I got (attention), a sign."  
(withdraws sign-taunts).  
"That's all there is." (taunts)  
"This is the last one." (taunts)  
"Neener-neener-neener syndrome."

A Hurt Cry: (HURT)

A hurt cry is recorded only when the child is in some kind of physical or mental anguish, and the cry is the result of his pain. This is different from the cry/whine which is a kind of sulking or attention getting cry, as opposed to being actually hurt.

Suggest a Solution or Compromise: (COMP)

This would be recorded if there has been some kind of a conflict or disagreement and the child comes up with a suggestion for a solution to the problem or some way that they can compromise on the situation.

This is also where the child suggests a solution to a conflict that they're having.

Example:

Child one: "No my Barbie is Snowwhite."

Child two: "No mine is or I'm not playing."

Child one: "Well you can have the prince and the horse."

Child two: "O.k."

or

Child one: (dumps out logs) "I'm pouring them out."

Child two: "Then you'll have to pick them all up." (command)

Child one: "Both of us will!" (compromise)

Child two: "No, not me." (disagree)

Rule Violations:

Rule violation would be recorded anytime the child breaks some basic rule of the clinic, the home, or of relationships.

Example:

- 1) In our clinic, violations would be: children who climb up on the table to get into the closets when they know they're not allowed to.
- 2) When they open the door to leave the room.
- 3) When they open the door to get to the TV or into the equipment room.

This would also be recorded if the child starts exploring and manipulating the camera equipment.

## **FRIENDSHIP SKILLS**

Offer to Help Other: (OFFER)

Helping another child would be coded wherein the child actively assists the other child to build his toy or to do something. This may be recorded as accepted if the other child goes along with the cooperative activity or refused if the other child doesn't want him to be involved.

Statements of helpfulness, generosity, or thoughtfulness that go beyond equity, sharing or reciprocity come under this heading. These offer statements are not in response to a demand by the other child, but rather initiated by the other child to be nice.

Example:

I'll fix it for you.

I fixed your truck.

I made this for you.

You can keep it if you'd like.

Here, this one is yours. (offers toy)

You can have my pencil if you want it.

The "I for you" format is a good clue that this is an offer statement. Offer can be a non-verbal gesture.

Share, Take Turns, and Cooperate: (SHARE)

Cooperate is where they both work together on an activity, where they're actively building something or making something together. Sharing is when the two children are sharing the same activity, perhaps playing with the castle together, working on the etcha-sketch; both turning part of the dial on the etcha-sketch, or taking turns when they are watching the video program and they're passing the control back and forth to each other. Asking a child to share/join in an activity with him/herself will be coded as share.

Example:

Do you want to play with this?

Child one: Child waits to use video. (wait)

Child one: "Now it's my turn." (requests)

Child one: Grabs object from child two. (grabs NR)

Child two: Gives control. (comply)

Child two: Gives willingly. (cooperate-success)

Child two: Waits.

Child one: Child offers control to other child when his game is over. (cooperate)

Child one: Child grabs back control when he sees his number come back up. (grabs NR)

Child one: "Now it's my turn."

In general, a request to take turns would be coded request--see how other child complies. If the other child does comply, then code cooperate.

Wait: (WT)

Wait would be coded when the other child has asked for something and then he waits to see whether or not he is going to get it.

Example:

He may ask for the controller and then waits to see whether he is going to get it.

A wait is recorded by counting one, two, three, four, five, and if he is still waiting he would be scored a "one wait."

Singing, Happy, Smile, Giggle and Joke--Positive Affect: (SING)

This is recorded whenever the child is singing, smiling, laughing, or giggling outside and generally being happy.

It is recorded as shared if the other child reciprocates with similar singing and smiling or laughter and not shared if the other child seems to ignore it.

Statements that are silly or joking are meant to be funny and are accompanied by laughter can also be included here. Play noises (if happy) are SINGS or enthusiastic.

Example:

Knock, knock...

You silly potato.

It's so funny I could kick my eyes off.

Squeals.

Play noises that are happy.

Caring, Validation, Sympathy, Reassure, Comfort, and Affection: (CARE)

Caring and validation refers to when the child indicates that he understands what the other child might be feeling or wanting. It can be a statement in which the child acknowledges that he accepts or understands his friend's point of view. It communicates an attitude of respect or understanding of the other person. These statements seem caring, warm, affectionate, or empathic.

Statements meant to console or ease the distress of the other child are coded as caring, validation or sympathy. Voice tone is an important cue.

Example:

Don't cry.

Here, I'll kiss it.

There, don't worry.

Here's another crayon that isn't broken.

Reassurance would also be recorded in this category if the child makes an attempt to reassure the other child about something that he is saying or doing. It is coded as shared if the other child responds positively and non-shared if the other child rejects or ignores the overture.

Example:

That's okay - I think you can do it.

Don't worry - It will be okay.

This code is used whenever a personal comment is made that indicates personal acceptance of the other child. It may involve a statement of friendship or giving comfort, affection, or reassurance to the other child. It can be either shared or non-shared. It is shared when the child initiates the warm behavior toward the other that is accepted or validated. A failure occurs when one child tries to initiate but does not receive any follow-up, or is actually rejected by the other child. This includes a negative response to affection, humor, validation, joking, silliness, or any insulting or personal comment that implies rejection.

A reflective comment may be coded as validation.

Example:

Child one: Waits turn for video.

Child two: "Wait - we've got 10 minutes to play."

Self-Disclosure: (SD)

Self-disclosure is recorded whenever the child tells something personal about himself or his family.

Example:

He may talk about some trouble he got into at school or at home.

He may talk about some aspect of his family life that is private.

Self disclosure refers to a personal revelation related to the child's feelings, thoughts, opinions, and certain personal behaviors. There are two types of disclosure:

- 1) Low Intimacy Disclosure: Disclosure that is not intimate.

Example:

I like peanut butter.

I love the color blue.

- 2) High Intimacy Disclosure: Disclosure that is very intimate, the sort of thing you wouldn't tell everyone.

Example:

I wet my pants at school today.

I wish my mom and dad were together.

To decide whether it is a high or low self disclosure you must consider its content as well as the non-verbal cues of the disclosing child. High disclosure is often accompanied by a quiet voice, raised shoulders, or leaning to the other person. Another way to think of high versus low is to ask yourself whether the person would feel any embarrassment knowing you were listening to them say it.

Exploring Similarities and Differences: (SIM), (DIFF)

Similarity is the common method children use to affirm their similarity, that is to say in effect, "We're the same."

Example:

Child one: "I like this yellow boy and this yellow girl-cute."

Child two: "I like the boy and the girl."

Child one: "Mine is almost finished."

Child two: "Mine is too, I only have three too."

Child one: "I have only got two more."

Child two: "So do I."

This exploration of social comparison can involve personal characteristics, attribution, facts about ones self, opinions, and attitudes, or even facts about personal possessions.

Children also notice their differences and explore the contrast between them. This is potential more volatile then exploring similarities, but it need not be.

Example:

Child one: "I am three, I mean I am four."

Child two: "Oh I am five."

Child one: "I am going to be five at my birthday."

Child two: "Well I am five now."

Child one: "My feet can touch the ground can yours?"

Child two: "Huh?"

Child one: "Can your feet touch the ground?"

Child two: "My shoes?"

Child one: "No your feet."

Demand Attention: (DA)

Demand attention is recorded whenever the child demands that the other child look at him, watch him, or pay respect to his activity.

It is recorded as success if the other child does indeed give it attention or failure if the other child seems to ignore the bid for attention.

Example:

Look at that.	Hey Steve!
Guess what?	Look what I've got here.

Attention gettings can also be in the form of rhetorical questions. Do not use the question to double code these statements.

Example:

Do you know what I did today? (demanding attention)

Don't double code attention with description or command or sing. It in doubt, code down to sing. Using non-verbal gestures may indicate child is asking for attention. This is a higher level than "sing."

Demand attention takes precedence when child is using his SING to demand attention (pointing or waiving a toy).

## **LEVEL OF PLAY**

### Parallel Play: (PARA)

Parallel play would be recorded for every five seconds if the child is playing alone, as if there would be no other child in the room.

Parallel play occurs when the children are not engaged in the same activity together. They might both be doing the same activity but not doing it together. One child might be playing with dolls, while the other is playing with blocks or another toy. These children might be talking to each other quite a lot but they are not doing the same activity together.

- 1) Pleasant Parallel Play: When listening to parallel play with positive affect, there is a pleasant atmosphere created by the children. One gets the sense that the children feel it is o.k. not to play together at the same activity. They just don't feel like playing the same thing and they are doing their own thing. It is not the case that any one child greatly desires to play with the other on the same activity and the other child shuns or refuses to play with the first child. Often these children are capable of playing together at higher levels of play. This pleasant play is coded as "pleasant parallel play."
- 2) Parallel Play with Negative Affect: Parallel play can be coded containing negative affect if there's an unpleasant atmosphere created by the children interacting. One gets the sense there is either a lot of tension, conflict, hostility, or just ignoring of the other child happening during the play period. At least one child does not feel it is o.k. to play by himself. A parallel play period with negative affect can be precipitated by a number of different factors. Most basic is the children can't play at a higher level because they can't control their negative affect. Another might be that the first child wants to play with the second child and the second child is either ignoring or being hostile towards the first child. He doesn't want to play with the first child. Still another reason could be that the children were engaged in a higher form of play, then they couldn't control their affect well enough to manage conflict, which resulted in each of them playing by themselves with an underlying feeling of discontent remaining.

Imaginary Talk or Fantasy:

Fantasy and imaginary talk is recorded whenever the children start getting into a fantasy play with each other. It would be recorded every five seconds in which it occurs.

Statements in which the speaker is pretending to be someone else or talking inside the framework of fantasy or make-belief. This will include taking another role, speaking for a separate fantasy character.

Example:

a doll  
an inanimate object.

Fantasy also includes statements in which the speaker is him or herself in any other situation than the actual present one.

Example:

Help, a robber is tying me up.  
Baby you need to go to bed.

Children often make sound effects as they play. If sound effects are made in the context of fantasy play then code them as fantasy. Fantasy play occurs whenever the children are pretending to be someone else or something else. Fantasy play can also be using or manipulating objects creatively for play in ways they were not intended to be used.

Separation:

Separation would be recorded as secure if the child seems very comfortable leaving his parent out in the waiting room and does not need to constantly go out and check with his parents, or to have the door open.

It would be recorded as insecure if the child cannot be in the room playing with his friend by himself, needs the parent to sit outside the door, to have the room open, or has to go down and check on his parents.

\*Secure Scale: Five points (1-5) Five being highly secure; one being insecure.

Cooperative Play:

Cooperative play is recorded where the children are working together on the same object, be it the castle, etcha-sketch, leggo logs, but they're both involved with the same object--cooperating and sharing with each other.

In cooperative play the children have managed to play together at some level of involvement. It requires some give and take, manipulation of objects, or word play. There are two levels to cooperative play. The first level is one of asymmetrical exchange, in which one child tries to and succeeds in influencing the other child. They are still each working on their own thing but their conversation includes commands, with both compliance and non-compliance. The next level is called symmetrical exchange, in which both children accept influence from one another.

Example:

Child one: "You can make those after we get it together, o.k.?"

Child two: "O.K.." (cooperative play-symmetrical)

Child one: "I have to make these."

Child two: "Pretend like these little cookies roll, o.k."

Child one: "O.K.." (cooperative play-symmetrical)