

Independent observations of teacher in classroom (MOOSES).

The MOOSES classroom observation coding system developed by (Tapp, Wehby, & Ellis, In Press) was used to code children's interactions with teachers and peers. Coders used portable computers to enter data directly into the computer.

Tapp, J. T., Wehby, J. H., & Ellis, D. N. (In Press). MOOSES: A multiple option observation system for experimental studies. *Behavioral Research Methods, Instruments, & Computers*, 25, 53-56.

OBSERVATION SYSTEM

For the Parenting Clinic school observation system, event and duration measures will be used to document the behavior of the target students. We are interested in assessing children on four general classes of behavior: (a) compliance, (b) teacher-child interactions, (c) peer-peer interactions, and (d) aggressive behavior.

For the gathering of school observation data, we are using the **MOOSES** (Multi-Option Observation System for Experimental Studies) data collection program. This program, developed by Jon Tapp and Joe Wehby at Vanderbilt University, allows for continuous data collection of discrete events and the simultaneous collection of durational measures. Utilizing laptop computers, data collectors are able to collect data while maintaining their mobility within observational settings. MOOSES offers a menu of programs for data analysis. Among options are descriptive measures for both event and duration codes, inter-observer agreement analysis, and analysis of event within durational states. In addition, data can be stored as an ASCII file for uploading to various programs for more detailed analyses.

For event recording, numerical keys will be used to record each occurrence. In general, the observer records a specific behavior by punching a **two-digit** number. This number appears on the screen along with the time the behavior occurred. The computer records the duration of this event until a new code is entered. Once an event has terminated, the observer enters the stop code and then the new event code.

For durational measures, the function keys will be utilized for recording the onset and offset of the general compliance measures. The function keys (**F1-F3, F7, F8**) act as a set of mutually exclusive toggle switches. At the onset of specific durational measures, the observer will strike the appropriate function key to start recording. If the durational state changes, the observer will strike then a second function key. This will automatically terminate the initial durational state and start the recording of the second durational state. The **F4** key will be used to record the amount of time that the target child spends engaged in appropriate activities.

In addition to general compliance measures, the function keys will be used to record the type of activity, structured and unstructured, in which the observations are taking place. The **F9**

key will be used in conjunction with the other keys (not mutually exclusive.) If observations are conducted during structured activities, the **F9** key will be turned on; while during unstructured observations, the **F9** key will be turned off.

For the purposes of the Parenting Clinic's data collection, we have also added several other function keys. These keys are not mutually exclusive toggle keys and serve to capture discrete occurrences of certain behaviors: the **F5** key will be used for head teacher praises to the target child or any individual child or group of children, the **F6** key will be used for head teacher criticals to the target child or any individual child or group of children. **Definitions of both durational measures and event codes are detailed on subsequent pages.**

DURATIONAL MEASURES

For durational measures, function keys (**F1-F9**) will be utilized for recording state behaviors. **F1-F3, F7, F8** are programmed to be mutually exclusive. If a change in general compliance occurs, hitting the appropriate function automatically turns off the previous state of compliance and begins recording the occurrence of the present condition of compliance. Recording if an activity is structured or unstructured, the **F9** key will be used. For structured activities **F9** is turned on and for unstructured activities **F9** is turned off. This key is not mutually exclusive and can be turned on in conjunction with the other function keys. **F5** and **F6** are used as on/off toggle keys to record each praise and critical statement by the teacher – discrete events.

F1 Teacher Involvement

F2 Peer Involvement

F3 Solitary Involvement

F4 Engaged/Disengaged

(F5 Teacher Praise – discrete event, not durational)

(F6 Teacher Critical – discrete event, not durational)

F7 Teacher Involvement/Assistant Teacher

F8 Other Adult Involvement

F9 Structured/Unstructured

F10 Marker Key (for editing purposes)

TEACHER INVOLVEMENT

Definition:

(F1, F7): Student is participating in large or small group presentations that are being directed by the classroom teacher (e.g., art activities, reading groups, teacher-led table time or lunch.) Teacher is interacting with the target child or with the group in which the target child is a member. The child's primary focus is on the teacher. The **F1** toggle will denote the **head teacher** in situations where there is more than one teacher in the classroom. The **F7** key will be used in the same situations with the **assistant teacher**. In the unlikely situation where both teachers are interacting with the target child, the **head teacher (F1)** will always take precedence. In addition, we will use the **F8** key to code **other adults** (such as parents, the playground teacher, etc.) who interact with the target child. This is most likely to occur at recess, lunch and within the classroom when other adults are volunteering and are interacting with the target child. We **do not** want to code the target child in structured situations when another adult is exclusively interacting with the target child. In this case, one should wait until the target child will be in a codable situation with the head or assistant teacher.

Examples:

Teacher Involvement-Engaged (F1 or F7 and F4 off): Student is participating in large or small group presentations that are being directed by the classroom teacher (e.g., art activities, reading groups). Listening to teacher directions or asking a teacher about the current activity are examples of teacher engaged behavior.

1. Teacher talking to entire class.
2. Teacher providing instructions to class or small group of which target child is a member.
3. Teacher providing instructions for transition.
4. Teacher leading class in exercise activities.
5. Teacher leads line to playground or sits at lunch table.
6. When teacher goes to the head of the line and directs the line activity.
7. Teacher tells class to watch video, then goes to back of room and prepares for next activity. Target child is quietly watching video as instructed, (code **F1**). Later, the teacher joins the group and she also watches the video with them, (code **F1**).

Non examples:

1. Teacher working at desk while children are engaged in seatwork.
2. Teacher providing instructions to one small group while target child is in another small group.
3. Teacher watching children play.
4. Sitting at teacher's lunch table but not involved with teacher.

Examples:

Teacher Involvement-Disengaged (F1, F7 or F8 and F4 on): Student initiates behavior toward teacher or other adult that is unrelated to the task at hand.

1. Asking the teacher what time is recess during quiet nap time.
2. Coming up to tell the teacher about her new pet turtle when the teacher has told them all to sit on the circle.
3. Eyes on teacher, but hands in desk (**F1, F4 on**)
4. Hitting teacher (**56, F1, F4 on**)

Non examples:

1. Raising hand and asking the teacher a question about the current assignment.
2. Telling the teacher about her new pet turtle when the teacher asked the target child to describe her week at home.

Examples:

Other Adult Involvement-Engaged (F8 and F4 off): Student is participating in classroom activities and a parent volunteer interacts with him/her. Student is at recess or at lunch and the playground or lunchroom monitors speak to him/her.

1. Lunchroom teacher asks children at target child's table to stay seated.
2. Recess monitor pushes target child on the swing and talks to him/her.
3. Parent volunteer sits at small group table and plays with legos with target child.
4. Principal speaks to entire class.
5. Coder talks to child.

Non examples:

1. Target child is at parent volunteer's table speaking to peers.
2. Sitting on teacher's lap while principal speaks to entire class.
3. Teacher speaks to target child while parent volunteer is pushing target's swing.

PEER INVOLVEMENT

Definition:

(F2): Student is participating with peer(s) in some type of interaction or activity, positive or negative. Peer involvement includes peer tutoring, interactive play, parallel play, rough play, talking with a peer, participating in group games, or waiting in line for a turn. The child's primary focus is on peers.

Examples:

Peer Involvement-Engaged (F2 and F4 off): Student is participating with peer(s) in an approved activity. Peer involvement includes peer talking, interactive play, parallel play, rough play, and participation in group games, waiting in line, all of which are approved by the teacher.

1. Working on cooperative project with other classmates, sharing materials, exchanging ideas.
2. Playing in a loosely structured activity with one or more peers (i.e., kicking a ball back and forth.)
3. Playing in an organized game with one or more peers (i.e., playing a game of basketball.)
4. Sitting at lunch table, talking, laughing with peer(s).
5. Target child interacts with another child while in line.

Non examples:

1. Sitting next to a peer working on an individual activity either in large group or small group context and not interacting with peer.
2. Eating lunch with a group of peers and not interacting with peer.
3. Playing on a jungle gym, but not directly interacting with other peers.

Examples:

Peer Involvement-Disengaged (F2 and F4 on): Student is interacting with a peer when she should be engaged in another activity. Talking to a peer during large group time when the teacher has asked for everyone's attention or engaging in rough play while standing in line to go to the playground are also examples of peer involvement-disengaged.

1. Leaving seat or activity to talk to a peer or group of peers without teacher permission.
2. Talking to peer(s) during quiet time.
3. Hitting peer (78, F2, F4 on)
4. Yelling, sticking tongue out (77, F2, F4 on)

Non examples:

1. Talking with peer(s) about topic related to required activity.
2. Chasing a peer around the playground during free play recess.

SOLITARY INVOLVEMENT

Definition:

(F3): Student is completing independent seatwork, quietly eating lunch and looking down at the food, working at an activity center or playing with a toy/game away from other peers, would be scored as solitary involvement. Absence of interaction with any other person in the environment.

Examples:

Solitary Involvement-Engaged (F3 and F4 off): Student is completing independent seatwork, working at an activity center or playing with a toy/game away from other peers, would be scored as solitary involvement.

1. Working at table on a specific assignment without direct/continuous assistance from teachers and/or peers.
2. Working on a puzzle alone or reading a book.
3. Playing on swing set.
4. Deliberate walking alone around playground, even though other children are interacting, playing games.
5. When target child is walking around the playground with an aimless look, while other children are playing.
6. Target child is walking toward or standing in line without being lead by a teacher (with no other involvement).

Non examples:

1. Working at an activity, sharing a box of crayons with peer. (peer involved)
2. Swinging on swing set, being pushed by another peer. (peer involved)

Examples:

Solitary Involvement-Disengaged (F3 and F4 on): Includes target child walking around activities or watching another child without participating. A target child that is focusing his attention on an activity/object other than required activity/object is scored as solitary involvement-disengaged. Throwing objects, banging objects on desk, and disrupting activities are solitary involvement-disengaged.

1. Tying shoelaces over and over during a teacher-directed activity.
2. When placed in time-out, target child is laughing, getting up, and not sitting correctly.
3. Running down the hall to the bathroom while the rest of the class is walking.
4. Daydreaming child, unaware of teacher leading group.
5. Continuing to play at the water table when the rest of the class is preparing for another activity.

Non examples:

1. Sitting by self, taking an approved break from PE activity.
2. When placed in time-out, target child sits appropriately, completing time-out period as instructed.
3. Running with classmates to the swings once recess period has started (unless teacher instructs them to walk.)
4. Talking to peer while getting materials ready for next activity.

ENGAGED

Definition:

(F4 off): (On Task) Student is appropriately engaged in working on assigned/approved activity. While engaged, the student is (a) attending to the material and the task, (b) making appropriate motor responses (e.g., writing, following rules of a game), and (c) asking for assistance (where appropriate) in an acceptable manner (e.g. raising hand or whatever is acceptable for this age in this class.)

DISENGAGED

Definition:

(F4 on): Student is not participating in an approved/appropriate activity. This state can include looking around the room, out of seat/walking around without permission, disrupting others, fighting, arguing with the teacher, sleeping or any other verbal or physical behavior that is not what they are supposed to be doing at that time. This includes noncompliance to a teacher's indirect, direct or negative commands or warnings.

Examples of Disengaged: (use with 5 second rule)

1. Target talks in class after teacher has clearly stated that there should be no talking. (Count 5 seconds before disengaging)
2. Teacher tells class to clean up, and target continues to play. (Count 5 seconds before disengaging)
3. Leaving seat or classroom without teacher permission. (Count 5 seconds before disengaging)
4. Target child is brushing teeth, then brushes toothbrush on his shoe. (Count 5 sec.)

Examples: (automatic, without counting 5 seconds before disengaging)

1. With any of the following events; **77, 87, 78, 88, 55, & 56**
2. When a child does not comply to a teacher's command or warning (**32 & 42**)
3. Any clear rule violations, such as;
 - Ripping pages out of a library book
 - Tearing a doll's head off
 - Pulling a fire alarm
 - Obvious cheating
 - Kicking/writing on a desk or wall
 - Crashing/banging toy cars into wall after teacher has said not to.

***Note:** These clear rule violations are generally destructive in nature and are usually of short duration so it is important to catch them right when they occur, rather than using the five-second rule.

STRUCTURED

Definition:

(F9 on): For the purpose of these observations, structured activities will be defined as **all teacher directed activities (F1 or F7)**. These include transitions within the classroom, small group activities in the classroom, lunch, and independent seatwork in the classroom. In addition, structured activities can occur outside the classroom. Structured PE times (when directed by F1 or F7), art programs, walking in line to PE and special programs in which activities are specifically outlined for the class are included. Lunch in the classroom is structured time.

Examples:

1. When in the classroom, mealtimes, table time, music, or any other teacher-directed activity is **F9 on (structured)**.

UNSTRUCTURED

Definition:

(F9 off): For the observation sessions, unstructured activities will be defined as those activities that **do not involve specific teacher direction**. These include free play in the classroom and recess. Lunch in the cafeteria is unstructured time. Indoor/outdoor recess is unstructured.

EVENT MEASURES

For event codes, a two-digit coding scheme will be utilized for recording interactions, with the exception of the F5 and F6 toggle keys for head teacher praise and criticals. The coding scheme is as follows:

- 11 Assistant Teacher Praise to anyone**
- 22 Assistant Teacher Critical to anyone**
- 31 Teacher Positive Statement/Target Child Positive Response**
- 32 Teacher Positive Statement/Target Child Negative Response**
- 41 Teacher Negative Statement/Target Child Positive Response**
- 42 Teacher Negative Statement/Target Child Negative Response**
- 51 Positive Initiation Target Child/Peer Positive Response**
- 52 Positive Initiation Target Child/Peer Negative Response**
- 55 Disruptive Behavior**
- 56 Adult-Directed Aggression**
- 61 Peer Positive Initiation/Target Child Positive Response**
- 62 Peer Positive Initiation/Target Child Negative Response**
- 77 Target Child Verbal Aggressive Behavior to Peer**
- 78 Target Child Physical Aggressive Behavior to Peer**
- 87 Peer Verbal Aggressive Behavior to Target Child**
- 88 Peer Physical Aggressive Behavior to Target Child**
- 99 Stop/Other**
- 00 Child out of Sight**
- F5on/off Head Teacher Praise to anyone**
- F6on/off Head Teacher Critical to anyone**

TEACHER PRAISE

Definition:

(F5 on/off for head teacher, 11 for assistant teacher): A specific or nonspecific verbalization or non-verbal positive gesture (labeled or unlabeled praise) that expresses a favorable judgment upon an activity, product or attribute of the target child, or the group or of another child. A statement to a child that is an acknowledgment or encouragement of desired pro-social behaviors, resulting in the child feeling approval for him/herself or his/her behaviors is teacher praise.

Examples (verbal):

That's a terrific picture you made.
You did a great job building that tower.
I like the way you drew that circle.
You have a wonderful imagination.
Did you make this wonderful design?
Thanks for putting that back on the shelf.
I sure appreciate it when you help pick up.
That's a good idea. Good matching!
Good job! Wonderful! Great!
Terrific! Perfect! Excellent!
I love you. Wow! Hooray!
Right! Thank you very much!
That's nice! I like that! I'm proud of you.

Examples (non-verbal):

Thumbs up
High five
"Yes!" (arm motion)
OK sign

*Other very obvious forms of gestural praise/encouragement can be coded, however, pats on back and other subtle touches are **not** included in this category.

*The coder's primary focus should be on the target child and should not be distracted by looking for non-verbal praise happening elsewhere in the classroom.

Non-examples (non-verbal):

Smiles Pats on back
Stamps on hands Stickers
"Good" points on board

***When in doubt, leave it out.**

Guidelines:

1. When praises are to target child, code **31 or 32 and F5**.
2. When praises are to other children, code **F5 only**.
3. Only code praises from an **F1 or F7**, not from an **F8**.

TEACHER CRITICAL

Definition:

(F6 on/off for head teacher, 22 for assistant teacher): A verbalization that finds fault with the activities, products or attributes of the target child, the group or another child. Blame statements and “guilt-tripping” are included in this category, as are negative physical touches, negative commands, and negative affective statements or attitudes.

Examples:

You’re being naughty.

That’s a sloppy picture.

You’re so careless.

You’re not trying.

You’re not helping me.

Whoa! (when said critically to something child has done)

(A big sigh with lots of negative affect)

No. No. No. No. No. No. (one F6 when said with no breaths in-between)

Don’t do that.

Quit screaming for a minute.

You know better than that.

What do you think you are doing? (sarcasm)

How many times do I have to remind you?

You can’t hit other children.

I’m waiting for John (when indicating that John is fooling around, not on task, etc.)

We’re all waiting on *you* Susie!

You’re wasting time.

Guidelines:

1. When criticals are to the target child, code **41 or 42 and F6**.
2. When criticals are to other children, code **F6 only**.
3. Only code criticals from an **F1 or F7**, not from an **F8**.
4. In this category, we are generally not concerned with catching non-verbal criticals from teachers, however, go with your “gut” and code **F6** if a non-verbal feels clearly negative, (i.e., teacher frowns while shaking her head and putting her finger over her mouth to tell child to quit talking. We **won’t** code an **F6** when a teacher simply puts a finger to her mouth as a cue for a child to be quiet).

TEACHER INTERACTIONS

In order to assess a child's specific level of compliance, we will record each occurrence of teacher-target child interactions. For the purposes of this assessment, we will only record teacher-initiated behaviors. In other words, **if the child starts an interaction, we do not begin coding until the teacher responds.** These initiations must be directed specifically at the target child (**this includes those times when the target child is part of small group, 2 to 5 students, and the teacher gives directions to this group.**) Teachers must use the child's name, have physical contact or be physically oriented toward the target child. Teacher requests, praise, and neutral statements will be scored as teacher interactions. (Remember, though, that head teacher praise is also noted with the F5 key or assistant teacher with the 11.)

TEACHER POSITIVE STATEMENT (PHYSICAL)/ CHILD POSITIVE RESPONSE

Definition:

(31): Initiations by the teacher that are followed by the target child initiating the requested behavior, stating intended compliance or making an appropriate response within five seconds. Includes, **requests** made by the teacher for the target student to engage in a specific task (e.g., Teacher says “Johnny, go to your seat” and Johnny starts toward his seat within five seconds), **praise statements** (e.g., Teacher says “I like the way you are sharing with Bill” and the child says “Thank you” or continues sharing with Bill) and **neutral statements** (e.g., Teacher says “It is a sunny day” and the target child nods appropriately or makes a comment that is related to the neutral statement such as “I like it when the sun is out.”) The student must respond to these teacher initiations within five seconds. If the teacher engages in a long series of instructions to the child and the child sits quietly, looking at and listening to the teacher, score this as a positive statement/child positive response.

Examples (can include F1, F7, and F8):

Teacher Positive Statement (Physical)/Child Positive Response (31): Initiations by the teacher, directed specifically at the target child (by name or gesture) or to a small group of which the target child is a member, that are followed by the target child beginning a requested behavior, stating intended compliance or making an appropriate response (e.g., listening) within five seconds after the termination of the statement by the teacher. Teacher positive statements include **requests, commands, praise and neutral comments.**

1. Teacher calls on target child for show and tell and the target child begins to describe what he brought to school. (code **31**)
2. Teacher to target child: “Keep your hands to yourself.” (Tells what to do), code **31**
3. Teacher asks the child to clean up after lunch and the child says “OK.” (code **31**)
4. Teacher says to target child, “Billy, I like the way you are working” and Billy continues to work. (code **31**; also code **F5** or **11**.)
5. Teacher to target child “Please get up, that is not your place.” Code **31/32**

Non examples:

1. Teacher tells entire class, “Brush your front teeth,” and target child brushes his front teeth. (but do code teacher involved/engaged)
2. Teacher says to target child, “Stop running around and get back to work” and the child stops running. (code **41** and **F6** or **22**.)

Guidelines:

1. Physically affectionate behavior by the teacher/adult is scored as a positive statement. For example, if a child sits in the teacher’s lap for the entire observation period, score one long initiation. If target sits in teacher’s lap while listening to another teacher speak to the class, code **31, F1** for the ongoing lap-sitting.
2. Positive statements/commands can be as coded negative when teacher uses hurtful sarcasm or a negative/critical tone of voice.

**TEACHER POSITIVE STATEMENT(PHYSICAL)/
CHILD NEGATIVE RESPONSE
(automatic F4 on)**

Definition:

(32): The above initiations occur but the student does not engage in an appropriate response. Using the above examples: **Request:** Teacher says, “Johnny go to your seat” and Johnny does not start toward his seat within five seconds. **Praise:** Teacher says “I like the way you are sharing with Bill” and the target child stops sharing. **Neutral Statement:** Teacher says “It is a sunny day” and the target child does not look at the teacher or makes a comment that is unrelated to the neutral statement.

Examples:

Teacher Positive Statement (Physical)/Child Negative Response (32): Positive initiations by the teacher, directed specifically (by name or gesture) to the target child, that are not followed by an appropriate response from the target child. This would include “when..then” and “if..then” statements (also called Grandma’s Rules) when they are positive.

1. Teacher instructs target child to start brushing her teeth and the target child continues to play with a toy. (code **32**)
2. Teacher asks child to help pick up activity area and child says “No.” (code **32**)
3. Teacher begins talking to the target child and she/he walks away. (code **32**)

Non examples:

1. Teacher tells class to quiet down and target student continues to talk to peers. (code **51** or **52; F2, F4** on)
2. Teacher tells target child to clean up his desk and target child says “OK” but begins another task. (code **31, F1** at 5 seconds **F10** marker, change to **32** with **F4** on)

**TEACHER NEGATIVE STATEMENT (PHYSICAL NEGATIVES INCLUDED)/
CHILD POSITIVE RESPONSE**

Definition:

(41): Requests made by the teacher for the target child to terminate a specific behavior with the child initiating the requested behavior or stating intended compliance within five seconds.

Redirection by the teacher, reprimands, and statements of negative consequences by the teacher are included in this category. Teacher says, “Johnny, stop running around the class and get in line” and Johnny goes toward line within five seconds. (Remember to also code an **F6** for each head teacher critical or negative command and a **22** for each assistant teacher critical or negative command.)

Examples:

Teacher Negative Statement (Physical)/Child Positive Response (41): Requests made by the teacher specifically (by name or gesture) to the target student to terminate a specific behavior with the child initiating the requested behavior or stating intended compliance within five seconds. Redirection by the teacher, reprimands, and statements of negative consequences (warnings and “if..then” statements with a negative consequence) by the teacher are included in this category.

1. Teacher says to target child “Quit wasting time and eat your lunch” and target child starts eating. (code **41** and **F6** or **22**)
2. Teacher says to target child “Quit talking or you will have to leave the circle” and the child stops talking. (code **41** and **F6** or **22**)
3. Teacher says to target child “Stop bothering John” and target child stops interacting with peer. (code **41** and **F6** or **22**)
4. Teacher yells “Get off that chair!” and child does. (code **41** and **F6**)
5. Teacher to target child: “Put your bottom in the swing or I’m going to make you get off.” There is a negative consequence , (code **41/42** and **F6**.)
6. Target child is fooling around in line and teacher yells “ Save that for home.” The request is to stop the behavior, (code **41/42** and **F6**.)
7. Teacher has given children directions to brush their teeth , but target is not brushing. Teacher says: “Billy, I don’t see you brushing your teeth.” (Code **F4 on, F6** and **41/42**.)
8. Teacher looks at target child and sighs loudly, (code **41/42** and **F6**.)
9. Teacher to target child: “Keep your hands off her.” Command is to stop behavior, (code **41/42** and **F6**.)

10. Teacher to target: “ I’m really glad to see you holding onto them like that, because last time your thumb was in the way.” Code **31, F1, F5, 99, 41, F6.**

Non examples:

1. Teacher asks class to quiet down and target child stops talking.
2. Teacher says to target child, “Try harder on your next math worksheet - I know you can do better” and child says OK. (code **31 and F5.**)

Guidelines:

1. When the teacher gives a long chain of commands that do not allow the target child to comply with all commands, code a positive or negative response (**31/32 or 41/42**) based on the target child’s response to the **first** command. Score positive or negative even if the teacher continues with commands. Switch from **41 to 31** immediately if the teacher gives a positive command and vice versa- don’t wait 5 seconds, because the new event can automatically interrupt the previous.
2. In terms of teacher’s positive and negative initiations, use the following rules to help clarify between these two behaviors. Score negative under the following circumstances: **(1) If the teacher requests termination of a behavior (e.g., statement of contingencies (e.g., “stop”, “quit”, etc.) (2) It seems positive but includes a statement of contingencies (a warning with negative consequences.) (3) Teacher requests a behavior but uses a negative tone of voice, yells, or uses physical behaviors in conjunction with the command (e.g., shaking finger.)**

**TEACHER NEGATIVE STATEMENT (PHYSICAL)/
CHILD NEGATIVE RESPONSE
(automatic F4 on)**

Definition:

(42): Requests made by the teacher for the target child to discontinue a specific behavior with the target child not terminating the behavior within five seconds. Teacher says, “Johnny, stop running around and get in line” and Johnny continues to run around. (Also code an **F6**.)

Examples:

Teacher Negative Statement/Child Negative Response (42): Requests made by the teacher specifically (by name or gesture) to the target child to terminate a specific behavior with the target child not terminating the behavior within five seconds.

1. Teacher tells target child to stop running around the classroom and the target child continues to run. (code **42** and **F6** or **22** and **F4 on**)
2. Teacher asks target child to stop bothering his peers and target child replies “They started it.” (code **42** and **F6** or **22** and **F4 on**--If child complies w/in 5 seconds, code **41** even if he/she smart talks.)
3. Teacher grabs child and puts in a time out for misbehavior and target child says “That ain’t fair.” (code **42**, **F6** and **F4 on**)

Non examples:

1. Teacher asks target child to pay attention to his own lunch and target child looks down and eats. (code **31** or **41** and **F6**, depending on how teacher asks.)
2. Teacher asks target child “How many times have I told you to be quiet?” and target child replies “I don’t know.” (code **41** and **F6** or **22**)

PEER INTERACTIONS

These data will be used to assess the level of interactions the target children have with their peers. As with teacher interactions, the target child will be specified either by name, physical contact or physical orientation.

TARGET CHILD INITIATION/ PEER POSITIVE RESPONSE

Definition:

(51): Interactive behavior (verbal or physical) by the target child toward a peer that is complimentary or has a positive/neutral valence and that is followed by a similar peer behavior (e.g., the target child offers a toy to a peer and the peer takes the toy.)

Examples:

Target Child Initiation/Peer Positive Response (51): Interactive behavior (verbal or physical) by the target student toward a peer that is complimentary or has a positive/neutral valence and that is followed by a similar peer behavior.

1. Target child asks peer for a pencil and the peer hands the target child a pencil. (code **51**)
2. Target child shows peer a new toy and the peer smiles. (code **51**)
3. Target child wrestles with a peer, both are laughing. (code **51**)
4. Target child gives peer a “high five.” (code **51**)

Non examples:

1. Target child yells “Get out of my way” and peer moves. (code **77** and **F4 on**)
2. Target child asks peer for a pencil and peer doesn’t respond within five seconds. (code **52**)

Guidelines:

1. In the context of a game, score the first throw only, then only if the interaction changes. Do not count each ball throw, kick, etc. as a new event. Only record those interactions that are supplemental to the game (e.g., questions or comments to another peer.)
2. For group interactions, do not code every initiation. Only score initiations of new persons that join the group (if they initiate to target child or the target child initiates to them.) For example, the target child initiates to a peer (**51**) and a new peer comes up and says hello to the target child (**61**). As long as the triad is interacting as a group, do not score every

time the interaction alternates between the two peers (e.g. 51, 61, 51, 61, etc.) Just score the first initiation of each new member of the group. The same rules that apply for ending dyadic interactions apply in this situation (i.e., no behavior for five seconds.)

Example:

- Child **A**, (**target**) initiates to child **B**, code **51**

 - Child **A** and child **B** are talking, when child **C** approaches and says hello (to both, or just target). Code **99** and **61** for child **C**'s initiation.

 - Child **C** leaves the dyad for more than 5 seconds. Leave **61** event ongoing, as long as child **A**, (**target**) is still in an interaction with child **B**.

 - If child **C** returns after 5 seconds and initiates (to both, or just target), code a new **61** event.
3. Do not change code unless the valence of the interaction changes. For example, negative behaviors that occur in the context of a positive interaction should be coded to reflect the change in the nature of the interaction. For example, an ongoing **51** would change to a **52** if the peer begins responding in a noncompliant manner with the target child.

TARGET CHILD INITIATION/ PEER NEGATIVE RESPONSE

Definition:

(52): Interactive behavior (verbal or physical) by the target child toward a peer that is complimentary or has a positive/neutral valence that is responded by: **(a)** a negative, uncomplimentary manner (e.g., target child says “Let’s play house” and peer responds “No, that’s a stupid game”) or **(b)** not responded to within five seconds (e.g., target child says hello to peer and there is no verbal/physical reply by the peer.)

Examples:

Target Child Initiation/Peer Negative Response (52): Interactive behavior (verbal or physical) by the target student toward a peer that is complimentary or has a positive/neutral valence that is responded to with a negative, uncomplimentary manner or not responded to within five seconds.

1. Target child asks peer for a crayon and peer does not respond (give crayon or say OK) within five seconds. (code **52**)
2. Target child says “Can I play with this game with you” and peer replies “No way.” (code **52**)
3. Target child says “Come over here” and peer walks away. (code **52**)
4. Target child says “write your name here”, peer responds “wait!” (code **52**)
5. Target child taps peer on shoulder and peer does not turn to look at target or doesn’t make an appropriate verbal response within five seconds. (code **52**)

Non examples:

1. Target child asks peer to borrow a toy and peer responds “You can have it after lunch.” (code **51**)
2. Target child says “Let’s play tag” and peer responds “I’m going to get you” and begins chasing peer around playground. (code **51**)

Guidelines:

1. Aggressive behavior that immediately follows an initiation should be scored as aggression. For example, if the target child asks a peer for a ball, and the peer hits him, score target child initiation/peer negative response (**52**) and then score physical aggression (**88, F4 on**).

**PEER INITIATION/
TARGET CHILD POSITIVE RESPONSE**

Definition:

(61): Interactive behavior (verbal, non-verbal or physical) by a peer toward the target child that is complimentary or has a positive/neutral valence and is followed by a peer behavior (e.g., peer offers a toy to the target child and the target child accepts the toy.)

Examples:

Peer Initiation/Target Child Positive Response (61): Interactive behavior (verbal or physical) by a peer toward the target child that is complimentary or has a positive/neutral valence and is followed by a peer behavior.

1. Peer says “Hi” and target child waves back to the peer. (code **61**)
2. Peer shows pencil to target child and target child asks “Can I see it?” (code **61**)
3. Peer throws a ball to target child who catches it and throws it back. (code **61**)
4. Peer chasing target child around playground, both students are laughing. (code **61**)

Non examples:

1. Peer says “Let’s go play basketball” and target child responds “That’s a stupid game.” (code **62**)
2. Peer asks target child to move his desk in order to walk by and target child doesn’t move within five seconds. (code **62**)

PEER INITIATION/ TARGET CHILD NEGATIVE RESPONSE

Definition:

(62): Interactive behavior (verbal or physical) by a peer toward the target child that is complimentary or has a positive/neutral valence that is responded to by: **(a)** a negative, uncomplimentary manner (e.g., peer says “Let’s play house” and the target child responds “No, that’s a stupid game”) or **(b)** not responded to within five seconds (e.g., peer says hello to target child and there is no verbal/physical reply by the target child.)

Examples:

1. Peer asks target child “Do you want to play catch?” and target child walks away without responding. (code **62**)
2. Peer asks target child for a piece of paper and target child responds “Get out of here.” (code **62**)
3. Peer asks to join game and target child says “We don’t need anybody else” or “I don’t want you on my team.” (code **62**)

Non examples:

1. Peer asks target child “Do you want to jump rope?” and target child says “Maybe later.” (code **61**)
2. Peer asks target child to borrow a pencil and target child replies “I don’t have one.” (code **61**)

STOP/OTHER CODE

Definition:

(99): The MOOSES program assumes that once entered, an event is ongoing until it is terminated by another event. For example, if a **teacher initiation/target child positive response (31)** is immediately followed by a **target child initiation/peer positive response (51)**, the second code automatically terminates the first. However, not all event codes are immediately followed by a second event. Most will just end - teacher/target child interactions by the child going back to his seat to complete an assignment, for instance. In order to avoid confusion we will enter a stop code (99) five seconds after an event terminates or when another event code terminates the first event.

Guidelines:

1. Don’t enter the stop code **(99)** until the behavior has clearly ended and you’ve counted to five seconds (unless it is interrupted by a new event).
2. Use a stop code **(99)** after EVERY event code except **11** and **22**.

TARGET CHILD VERBAL AGGRESSION TO PEER

(automatic F4 on with all aggressive events)

Definition:

(77): These are verbal (or gestural) statements in which an aggressive consequence is warned to person or property. The act of annoying, pestering, mocking or making fun of another person fall into this category, as do yelling or sticking out one's tongue.

Examples (verbal/gestural) (77 or 87):

Name calling (e.g., "Hey stupid!") - unless in context it is clearly positive

"I'm going to kill you."

Shaking fist at someone. Cursing at another child

Screaming at another child. Shaking finger in the face of another child (*if in other child's personal space, and feels intrusive, code physical aggression.)

"I don't want to play with you anymore."

Physical exclusion - not allowing a peer to sit nearby

Non examples (verbal/gestural):

"Hey man"

Play fighting (i.e., throwing punches in a playful context)

In context of game like tag, shouting "I'm going to get you."

"I'm going to tell the teacher" (not aggressive, unless voice is raised)

Frowning at another child

"Will you please stop bothering me?"

Guidelines:

1. Clear teasing by peer that is directed toward the target child (or vice versa) will be coded as verbal aggression. In the case that you are unsure whether the target child heard or was supposed to have heard, don't code. For example, if the target child says to the teacher "I like cartoons!", and a peer over hears this and says quietly to himself or to another peer (but clearly not directed toward the target child) "Cartoons are stupid!" Do not code peer verbal aggression. In the case that the peer was obviously intending for the target to hear his comment, code as peer initiated verbal aggression.

Example :

-Target child showing class her favorite doll for show and tell

-Peer says (under his breath, but loud enough for target to hear) "That doll is ugly"

-Target hears this and says "My doll is not ugly, you are!" (Code **87, F2, F4 on**).

2. When in doubt about guideline #1, default to target child code.

TARGET CHILD PHYSICAL AGGRESSION TO PEER

(automatic F4 on)

Definition:

(78): Grabbing material in the possession of another person and hitting, kicking, biting, pulling clothes and throwing objects at another person fall into this category. Stealing from a peer is scored as physical aggression. If physical and verbal aggression occur simultaneously, code the physical aggression.

Examples (Physical) (78 or 88):

Hitting, kicking, biting and pushing

Grabbing others. Grabbing someone's materials off their desk

Grabbing materials from possession of a peer

Pulling clothes. Throwing objects at another person

Repeatedly poking finger in child's back

Attempts to hit, grab, bite or push that are unsuccessful

Stealing from a peer

Breaking other child's toy/structure

Non examples (Physical):

Handshaking

Pats on back

Wrestling with peer, both are laughing

Accidentally bumping into another child

Arms around another's shoulders

Putting both arms around a child and hugging them

Helping another student to climb off monkey bars

Slaps on child's back to gain attention

Guidelines:

1. During playground observations, be prepared to move quickly. Try to accurately discriminate between rough and tumble play and aggressive behavior. Remember, if it is not clearly pro-social, score as aggression.
2. Continual touching (even if positive in nature) after being told to stop will be coded as physical aggression.

PEER VERBAL AGGRESSION TO TARGET CHILD
(automatic F4 on)

Definition:

(87): Same as above.

PEER PHYSICAL AGGRESSION TO TARGET CHILD
(automatic F4 on)

Definition:

(88): Same as above.

DISRUPTIVE
(automatic F4 on)

Definition:

(55): Generally non-directed inappropriate behavior by the target child that is not obviously directed toward another person. Examples include: talking out, running around, yelling, loud noises, throwing paper airplanes or spit wads (when clearly not directed at another person.) Non-examples include throwing paper at a peer or getting out of seat to throw paper away, or calling teacher by name to get attention. Disruptive behavior is usually during structured time. Yelling at recess is not disruptive.

Examples:

Disruptive behavior (55):

Running around room without permission.

Talking out.

Yelling.

Loud noises.

Throwing paper airplanes or spit wads (when not directed at another person)

Non examples:

Throwing paper at peer (scored as physical aggression if not in playful manner.)

Getting out of seat to throw paper away.

Calling a teacher by name to gain attention (no code unless teacher responds)

Yelling at recess

ADULT DIRECTED AGGRESSION

Definition:

(56): Verbal or physical aggressive behavior directed toward the teacher, or other adult or parent in the classroom. Stealing from teacher is scored as adult-directed aggression, as well as calling teacher by an inappropriate label to gain attention (e.g., “Hey, fathead, I need your help.”)

Examples:

Adult directed aggression (56):

Stealing from teacher or teacher’s desk.

Verbal or physical aggression toward any adult.

Calling teacher with an inappropriate label to get attention, e.g., “Hey fathead, I need your help.”

Spitting on coder.

Throwing sand on coder’s computer.

Non examples:

Calling a teacher by his/her name to gain attention

CHILD OUT OF SIGHT

Definition:

(00): During the course of taking data, there may be times that the observers may not be able to see the target child for brief periods (e.g., the child may go to the restroom, child may be sent out of the room for disciplinary reasons, etc.) If this occurs, the observer should hit **00** when the child is out of view and **99** when the child returns within the observer’s sight. Doing this will allow us to adjust rates of the target child’s behavior based on actual time the child was “observed.”

***Timing rules related to 00: 10 minutes maximum time per hour, 5 minutes maximum time per half hour.*

GENERAL GUIDELINES

1. If the target child runs from the proximity of the observer to join another group, score only peer involved until you can get close enough to observe specific initiations and responses. Don't code it if you don't see it.
2. If you start observing a child while he is in an ongoing interaction, score only peer involvement until there is a natural break in the interaction and you can score an initiation.
3. If the child is the center of attention during the observation period or is engaged in any activity that might increase the frequency of interactions, do not observe.
4. When in doubt, code positively.
5. When in **doubt** about verbal/gestural praises and criticals, leave them out.
6. During a target/peer interaction, if unsure of who initiated the interaction, code target child initiation. (**i.e., 51 or 77**)

GENERAL PROCEDURES FOR SCHOOL VISITS

For the school observations, the following procedures will be employed.

- 1) The allotted one hour observation time for each target child will be divided across **two 30-minute sessions**. These direct observation sessions will be conducted on two separate days.
- 2) Following **each** 30 minute observation, observers will complete a post observation rating scale using the ASKER program developed by Jon Tapp and David Fiel at Vanderbilt University. This scale contains questions relating to child specific behaviors and classroom specific behaviors and should be completed **immediately** after each observation. **In no case should more than two observations be done in a row before the Askers are completed.** The Asker data is vitally important and it would be preferable to do fewer children rather than to wait and try and do more than two Askers later when one's memory and speed are not as good.
- 3) In addition, checks for inter-observer agreement for both direct observation sessions and post-observation inventory should be conducted for a minimum of **12%** of the observations. At these times, two observers will collect data for the same child at the same time. **Interobserver agreement checks should be distributed equally across observers and classrooms.**
- 4) Overall, one hour should be scheduled for each observation session. This should allow ample time for observers to conduct the 30 minute recording session, complete the post observation scale and to get ready for the next session.
- 5) You are also going to be filling out a **Coder Impressions Inventory**. Each teacher should have one CII for each day s/he is observed. If there are two coders in the classroom, only one has to fill out a CII each day. These should be shared equally among coders so that all coders in that classroom have filled out a CII for a day that they have coded. In addition, each week in the classroom there should be one reliability CII done for each teacher.

PROCEDURES FOR OBSERVATIONS

CLINIC GRANT	HEADSTART and SCHOOL GRANTS
Observe child 4 times	Observe child 2 times
Must have 60 minutes of structured time and 60 minutes of unstructured time	Must have 30 minutes of structured time and 30 minutes of unstructured time
Child can be observed two times on the same day as long as one session is structured time and the other is unstructured time	Child must be observed on separate days
Recess is the best unstructured time	Recess and free play (for Headstart) can be equally good unstructured time
Lunch often equals unstructured time, however it can be structured in some situations	Lunch (Headstart) is structured time
Write brief comments in comment file	Don't write any comments unless especially noteworthy
Subject ID's are 3 digits	Subject ID's are 4 digits
Name files: <div style="display: flex; justify-content: space-around; text-align: center;"> — — — — — — — — — — — — — — — — </div> <div style="display: flex; justify-content: space-around; text-align: center;"> ID# Coder Time 1 or 2 </div> <div style="display: flex; justify-content: space-around; text-align: center;"> ID# (p or s) </div>	Name files: <div style="display: flex; justify-content: space-around; text-align: center;"> — — — — — — — — — — — — — — — — </div> <div style="display: flex; justify-content: space-around; text-align: center;"> ID# Coder Time 1 or 2 </div> <div style="display: flex; justify-content: space-around; text-align: center;"> ID# (p or s) </div>
Subject ID's are three digits	Subject ID's are four digits
Time indicated by two digit number (01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12)	Time indicated by one digit number (1, 2, 3, 4, 5, 6, 7, 8)
Clinic directories on your disk should be named: C25T4 (asker, events, toggles)	<u>Headstart</u> directories on your disk should be named: C82T1 (asker, events, toggles, tci) <u>School</u> directories on your disk should be named: C40T1 (asker, events, toggles, tci) C40T2, etc.

