

WALLY PROBLEM SOLVING TEST

ASSESSMENT DIRECTIONS

1. THE TEST: Wally's Test presents thirteen (13) situations to the child which cover eleven categories or themes. The themes presented in the situations are as follows:

Rejection (#1), Making a mistake (#2, 6), Unjust treatment (#3), Victimization (#4, 7), Prohibition (#5), Loneliness (#8), Being cheated (#9), Disappointment (#10), Dilemma (#11), Adult disapproval (#12), Attack (#13).

2. ADMINISTERING THE TEST

- a) BEFORE beginning the testing, talk briefly, warmly and conversationally with the child to put him or her at ease. Conduct an informal interview to find out the child's age, grade in school, status in family, siblings, etc. In addition, this will enable you to personalize the test (for example: if only a mom, use mother for father in questions; if no siblings, refer to friend or cousin). Be prepared with stickers or small prizes that can be used as incentives and/or rewards. Be willing to take a break if needed, to move around, go to bathroom or have a snack, if it will help the child's cooperation and concentration.
- b) SAY "Here's a detective test to see how good a problem-solving detective you are. Here's your detective's hat*, if you would like to wear it (and hand the child the detective hat or use an imaginary hat). I will show you some pictures of problem scenes. See if you can solve them on your own. Good Luck."

* You can easily make a detective hat with two baseball caps stacked together so that the bills are on opposite sides. Place on child's head with the bills to the side.

- c) READ** the situation on the back of each picture or from the question sheet, ending with the question, what would you do?. These can be offered in any order. You might have the child make the selection either by looking at pictures, or randomly and blindly by drawing them from a folder, or you can select them.

** Using a puppet to ask the questions, and being playful will often encourage children in their problem solving responses.

- d) WRITE the child's solutions to the problem on the coding sheet. If it is lengthy, or if the child doesn't speak clearly or loudly, repeat it back so you can record the responses later by reviewing the videotape. The coding system allows for up to six different coded responses- although more than one code may be in a one-sentence response.
- e) ENCOURAGE, acknowledge and praise the child's problem-solving and thinking processes NOT the answers or solutions. Refrain from showing approval OR disapproval to any response. Clarify that you understand the child's response. Examples: I'm glad you are doing your best thinking. There's a solution!..I noticed you thinking about this problem, and coming up with a solution. Good thinking.

- f) **WALLY'S MAZE** - ASK the child to help Wally find a way to his house. You may want the child to write his/her name on the maze sheet. Give no coaching (or as little as possible) about how to do or finish the maze. This can be done before, or after the problem-solving questions or any time in-between the questions.

3. **THE CODES**: There are fifty-nine (59) coded child responses that can be identified. The scoring sheet is designed for a maximum of 6 codes per situation (question) presented to the subject child.

- a) Code one code for each time it occurs in a response.

Example: "I'd go away. I'd go home."

Code: (32) LEAVE (32) LEAVE

Example: "I'd take it away from him and then I'd hit him."

Code: (28) GRAB OBJECT (36) PHYSICAL NEGATIVE

Example: "I'd tell teacher or principal."

Code: (43) SEEK ADULT ASSISTANCE

Example: "I'd tell my mom. I'd tell Dad."

Code: (43) SEEK ADULT ASST + (43) SEEK ADULT ASST

- b) Do not double code - code the most specific response.

Example: "I'd say, 'You owe me a cupcake.'"

Code: (04) ASK FOR RETRIBUTION (This is more specific than (06) ASSERT VERBALLY.)

- c) When a positive response is included with a negative response, and the child disowns the negative response, code the positive response only.

Example: "I'd hit him back. No, that wouldn't be nice."

I'd go get his mom."

Code: (43) SEEK ADULT ASSISTANCE

- d) Be aware of the imprecision of some children's words and phraseology. For example, some children may use the word "tell" when an adult would say "ask," as in "I'd tell 'em if I could play," or "Ask her mom that girl doesn't want to play," or might use interchangeably "me" and "you" or "her" or "him."

4. **SCORING**: Record the two-digit number codes of the responses (up to six per question) on the data entry FORM 29 WALLY'S. When a question is not presented to the child (skipped or missed inadvertently) leave it blank.

**WALLY
PROBLEM SOLVING TEST**

RESPONSE CODES

1	Admission / Truth telling	36	Physical negative (to person)
2	Apologize	37	Punish another
3	Ask for reason	38	Punish self
4	Ask or demand retribution	39	Be punished by adult
5	Ask / Ask again / Try again	40	Reject verbally
6	Assert verbally	41	Request that another give/share
7	Claim for self	42	Replace or make restitution
8	Comply	43	Seek adult assistance
9	Delay	44	Seek assistance from a child
10	Defiance / Deny adult authority	45	Share
11	Deny / Lie / Devious	46	Spontaneous verbal expression
12	Destructive retaliation (to object)	47	Stay away in future/Avoid
13	Devise other appropriate strategies	48	Steal
14	Play	49	Teasing / Name calling / Sarcasm
15	Do nothing	50	Threaten / Coerce
16	Exert self-control	51	Wait / Accept
17	Explain / Give reason or excuse	52	Yell / Scream / Stomp
18	Express feelings of being rejected	53	Defend self
19	Express negative feelings	54	Please / Polite
20	Express positive feelings	55	Cry / Whine
21	Play alone	56	Other / "Off the wall" / Out of context
22	Find alternative activity	57	No response / "I don't know"
23	Find alternative object	58	Bribe
24	Find alternative person	59	Trade
25	Fix / Repair or make by self / Help to repair		
26	Get (or make) some more		
27	Generosity / Forgiveness		
28	Grab / Take (object)		
29	Hide evidence (object)		
30	Ignore		
31	Leave it to chance / Take no responsibility		
32	Leave / Walk or run away / Hide		
33	Moralize / Criticize / Blame		
34	Negotiate		
35	Offer suggestion or help		

THE CODES

- (01) **ADMISSION / TRUTH-TELLING:** The child acknowledges or confesses personal responsibility, accidental or not; is being truthful.
Examples: "I broke your vase on accident, Mom."
"I would tell her I was sorry for breaking the vase." [code (01) and (02)]
"(I'd) tell my mom I accidentally ripped my pants and didn't mean to."
- (02) **APOLOGIZE:** The child expresses regret, professes to feel sorry for a word, action or situation.
Examples: "I'd say I'm sorry."
"Sorry, Mom."
"I didn't mean to."
"Please just forgive me."
- (03) **ASK FOR REASON:** The child expresses the desire to have an explanation or reason; wants to know "why?"
Examples: "How come you don't want to play?"
"Why did you do that?"
"Why did you eat my cupcake?"
- (04) **ASK OR DEMAND RETRIBUTION:** Child asks that s/he be paid back for property taken or damaged by another child.
Examples: "I'd tell her to pay for it."
"You're going to have to make me another one."
"Could you fix it with super glue?"
"Could you make me another?"
- (05) **ASK / ASK AGAIN / TRY AGAIN:** The child restates the question or request again in the same manner, or in another way, using different words; or tries the behavior again in the same or a different way.
Examples: "Could you please play with me?" [code (54) and (05)]
"What can I do? 'cause I want a toy."
"I would ask my daddy when he gets paid if he could buy it for me."
"Could you help me fix it?"
- (06) **ASSERT VERBALLY:** The child speaks to defend or maintain his/her rights; speaks boldly, forcibly, or firmly; questions commands; declares with conviction or states facts firmly; makes demands. Compare with Code (53).
Examples: "That was my cupcake."
"Don't call me a baby."
"I'd say it's not fair."
"I don't want to play with you."
"(I'd) tell him to stop hitting me."
"Stop. I don't like that." [code (06) and (06)]
"Did you eat my cupcake?"
"I need to play with you."
"You broke it."
"I do want to play with you."

"You probably play with dolls too."
"I'm mad at you."
"Leave it alone while I'm working on it."
"Please don't..."

- (07) CLAIM FOR SELF: The response of the child indicates an intention, demand or desire for something in his or her own possession.
Examples: "I'd eat it all myself."
"Please, could I have it?" [code (54) and (07)]
- (08) COMPLY: Child acts in accord with the adult's request or expectation.
Examples: "I'd just get off the swing and go into the classroom."
"I'll just say OK."
"I'd go to my room."
"I'd stay in my room."
- (09) DELAY: Child postpones action.
Examples: "Teacher, I'll come in in just a minute."
- (10) DEFIANCE / DENY THE AUTHORITY OF ADULT: The child boldly opposes or resists adult authority; deliberately provokes adult.
Examples: "I'd buy it." (toy in store)
"Go get it anyway."
"Tell Mom I won't listen to her or do anything with her again."
"I don't want these pants for a hundred years."
"I'd fight with my parents."
- (11) DENY / LIE / DEVIIOUS: The child contradicts or declares an untruth; response has a devious quality.
Examples: "I would tell Mom my brother ripped my pants."
"I'd sew them so my mom wouldn't know." [code (11) and (25)]
"I'd sneak out."
"Tell him Mom wanted him and when he was gone, eat it." [code (11) and (28)]
"Before she saw it I'd glue it." [code (11) and (25)]
"Tell Mom "Give me the money and I'll buy something for you" but I would buy the toy."
- (12) DESTRUCTIVE RETALIATION (TO OBJECT): The child deliberately destroys an object.
Examples: "I'd wreck his."
"I'd break her bed."
"I'd just tear (my pants) more, and my mom would think they're old." [code (12) and (11)]
- (13) DEVISE OTHER APPROPRIATE STRATEGIES: The child's response indicates some other plan of action showing creativity and/or skill that would be suitable or fitting to the situation.
Examples: "I would imagine that I got it."

"I would save my allowance."
"I'd make myself another muffin."
"I'll give you some ice cream (to play with me)."

- (14) **PLAY:** In this response the child proposes "to play" as the solution to the problem.
Examples: "I'd play with my friends."
"I'd play jumprope."
"(We'd) play together - play football."
"Just join in" and play.
- (15) **DO NOTHING:** This code indicates a child verbalizing he or she doing nothing or taking no action in the situation.
Examples: "I wouldn't do anything."
- (16) **EXERT SELF-CONTROL:** This code indicates a response in which the child expresses self-assurance, poise, confidence, courage, restraint, self-reliance and competence.
Examples: "I wouldn't call her a name."
"I would take a big breath."
"I'd just go into my shell and take three breaths."
"I'd go think about something else - math or something at school."
"I'd calm down and just build it for another 2 weeks." [code (16) and (25)]
"Just calm down."
"Hit my pillow."
"I'd go in the turtle."
"(I'd) say I don't care."
"I'd think about it" (being sent to room).
"I wouldn't tease him back."
"Try harder next time."
- (17) **EXPLAIN / GIVE REASON OR EXCUSE:** A response in which the child justifies or tries to make understandable his or her position.
Examples: "She called me a name first."
"I would tell him I didn't have enough time."
"I didn't hear the bell because I was just playing."
"I would say 'But he called me a name first.'"
"I want to play some more 'cause it's fun."
"Tell the teacher he said something bad to you." [code (43) and (17)].
"I would say it was her (who ate the cake)."
- (18) **EXPRESS FEELINGS OF BEING REJECTED:** A child response indicating being slighted, snubbed or rebuffed.
Examples: "If she said 'I never want to see you again,' then if you already had a divorce, you should go to your dad's house." [code (39) and (18)]
"I don't got anyone to play with."
"You feel left out when she plays with someone else."
- (19) **EXPRESS NEGATIVE FEELINGS:** A child response of anger, sadness, unhappiness or

negative feelings about self.

Examples: "I'd be sad."
"I'd be mad."
"I'd yell at her (mommy); I hate you - you don't love me." [code (52) and (19)]
"I'm so stupid."
"I'm lonely."
"I'd be shy."
"He'd be disappointed."

- (20) EXPRESS POSITIVE FEELINGS: A child response of gladness, joy, happiness, satisfaction or reflection of positive feelings of self.

Examples: "I want to play with you. I like you." [code (05) and (20)]
"I'm smart."
"Give her a hug and kiss."
"If someone teases you it means they like you."
"(I'd)...be nice to him."

- (21) PLAY ALONE: A child response that indicates playing by himself or herself.

Examples: "(I'd) play by myself."

- (22) FIND ALTERNATIVE ACTIVITY: A child response that indicates consideration or selection of another activity.

Examples: "Play on the swings."
"I would draw by myself."

- (23) FIND ALTERNATIVE OBJECT: A child response that demonstrates the child placing his or her attention on a different object or thing.

Examples: "I'd go buy another one."
"(I'd) go give him another toy."

- (24) FIND ALTERNATIVE PERSON: A response that indicates that the child chooses a different person for the activity or situation.

Examples: "I'd go find another person to play with."

- (25) FIX / REPAIR OR MAKE BY SELF: In this response the child indicates that he or she will attempt to remedy the situation by him or herself or help another.

Examples: "I'd sew them back together."
"(I'd) tape it back up, and make it again."
"I'd clean it up."
"I'd help Mom sew them back up. [code (43) and (25)]

- (26) GET SOME MORE: This response of the child is one of obtaining more of a disputed item as

a solution.

Examples: "I'd get another cupcake."
"I'd get another one and eat it in my room."

- (27) **GENEROSITY / FORGIVENESS:** This child response implies a generosity in giving or forgiveness.

Examples: "You can have all of it, I'll go eat something else."
"Go find another teddy bear for her to play with - or give her mine."
"I forgive you for eating it."
"I'd just give her the bear."
"Let the brother take it and eat it all up."
"That would be OK if you ate my cupcake."
"I'll make one for you and I'll make one for myself."

- (28) **GRAB / TAKE (OBJECT):** This child response implies an impulsive/forceful taking of possession of an object from another.

Examples: "I would take it away from her."
"I'd grab it from him."
"(I'd) take it and eat it." [code (28)]
"I'd take it and gobble it down."
"I'd take the biggest piece - I wouldn't let him see." [code (28) and (11)]

- (29) **HIDE EVIDENCE (OBJECT):** This response indicates concealing or stashing an item, that could be used to show an accident occurred.

Examples: "I would hide it (the broken vase.)"
"(I'd) dig it down in the ground dirt."
"I'd hide it so she wouldn't even notice."

- (30) **IGNORE:** The child refuses to pay attention or disregards the situation or persons involved.

Examples: "I'd ignore them."
"I'd take the bear in to my room and play with it there."
"I'd plug my ear."
"I'd pay no attention to her."

- (31) **LEAVE IT TO CHANCE / TAKE NO RESPONSIBILITY**

Examples: "Wait until God fixed it."
"I'd do scissors, paper and rock to see who'd get it."
"Flip a coin."
"I would do Bubble-gum, bubble-gum" or whoever is oldest gets it."

- (32) **LEAVE / WALK OR RUN AWAY / HIDE:** The child leaves (by walking or running or hiding) to distance himself or herself from the situation or persons involved.

Examples: "Just walk away from them."
"I'd run out of school, run home."

"Try to get out and run."
"I would go home to cry." [code (32) and (55)]
"Get away from him"

- (33) **MORALIZE / CRITICIZE / BLAME:** The child expresses a system of standards of which certain behaviors or attitudes are not permissible; or judges harshly or the act or behavior of another; or condemns or holds another at fault or responsible.

Examples: "You're not supposed to hit me."
"That's not nice."
"There's no reason for you to call me a baby."
"I don't like you no more (for doing that)."
"I'd tell her not to steal."
"That was mean of you."
"Hey, that was an insult!"
"Are you sorry?"
"Oh fine. Be that way." (sarcastic)
"You shouldn't do that because you won't have friends."

- (34) **NEGOTIATE:** A response in which the child begins the process of coming to terms of agreement with another; or comes to an arrangement in agreement with another.

Examples: "If you fix mine, I'll make you one."
"Let's build it again."
"Can you please fix it for me? I'll help you."
"Work it out."
"Talk about it with her."
"Ask Mom how much she will pay, and pay the rest myself."

- (35) **OFFER SUGGESTION OR HELP:** The child makes a proposal for a solution, or contributes help to another.

Examples: "We could get a longer rope, so two could jump."
"I'd help her clean it up."
"I want to forget about it - let's play."
"I'll try to listen next time."
"I would tell them they could play with me."

- (36) **PHYSICAL NEGATIVE:** The child response is a negative physical interaction with a person, e.g., hit, slap, pinch, kick, bite.

Examples: "Kick him in the face."
"Kick her butt."
"Punch him in the eye."
"Smack him with my sword."
"Write on his face."
"Stomp on her." (not stomp for noise)
"I would go punch and stab her and run over with a truck and run over with a tractor." [code (36) 4 times]
"Step on his foot and say, 'Well, this is what you get.'" [code (36) and (50)]
"I'd yell in his ear."

"Throw teddy bear at him."

- (37) **PUNISH ANOTHER (PHYSICAL AND/OR NON-PHYSICAL):** The child states a consequence or punishment for the parent or other adult or child; or the child deprives another of something; or requests an adult to impose a physical or non-physical consequence on another.

Examples: "I wouldn't be her brother anymore."
"I'd give him a Time Out."
"I would just not let my dad work anymore."
"She should get a Time Out."
"I'd tell Mom to spank her."
"I'd chase after him."
"I wouldn't play with her when she asked to play with me."
"My mom will kick him so he won't come to my house."
"Tell Dad...she'd go to her room." [code (43) and (37)]
"I'm never going to like you again."

- (38) **PUNISH SELF:** The child states a negative consequence or punishment that he or she would render to himself or herself.

Examples: "I would go up to my room right away."
"I'd kill myself."
"I'd make a dinosaur eat me."

- (39) **BE PUNISHED BY ADULT:** The child states a negative consequence or punishment (including a physical punishment) that he or she would receive from an adult. The child might request or expect this consequence, but it would be handed down by the adult.

Examples: "I'd get a Time Out."
"I'd tell him to put me in the principal's office."
"I might get grounded."
"Momma would come downstairs and spank me."

- (40) **REJECT VERBALLY:** The child refuses to accept or recognize another person or situation.

Examples: "I don't want to play with you if you don't want to play with me."
"Shut up."
"I hate you."
"I'd say I hate my Mom."
"I'm not coming back 'cause I hate this school."
"Get lost."

- (41) **REQUEST THAT ANOTHER GIVE/SHARE:** The child's response is a request, demand, or question that something be given to the child.

Examples: "Please, can I have it? [code (54) and (41)]

- (42) **REPLACE OR MAKE RESTITUTION:** The child indicates his or her intention to restore or replace an object, or bring it back to a previous condition, or substitute something of equal value as restitution to someone else, or attempt to repair bad feeling in a relationship.

Examples: "I'd buy her a new one."

"I'd make another just like it."

"I'd do a surprise for her."

(43) SEEK ADULT ASSISTANCE / REPORT TO ADULT

Examples: "I would ask my mom to buy some more."

"I'd go tell the teacher."

"I'd tell the principal."

"First I'd tell on her."

"I'd tell."

"Tell Mom. Tell her dad." [code (43) and (43)]

"Tell a teacher. Tell a parent." [code (43) and (43)]

(44) SEEK ASSISTANCE FROM A CHILD: The child expresses the intention of getting assistance from a child of equal or younger or older age.

Examples: "I'd get my brother to buy it for me."

(45) SHARE: The child's response indicates apportioning the disputed item in equal or even parts or being generous in sharing, or proposes sharing.

Examples: "Cut it in half."

"We'd each get a piece."

"Slice it in half. Give my little sister the big piece." [code (45) and (45)]

"Let's share."

(46) SPONTANEOUS VERBAL EXPRESSION: The child uses an impulsive, unpremeditated, unconstrained expression either alone or in conjunction with a more thoughtful solution.

Examples: "Oops!"

"Whoopsie!"

"Oh Shucks!"

"Oh no. I'm in trouble now."

"Oh no. Look what I did."

(47) STAY AWAY IN FUTURE / AVOID / GIVING UP OR GIVING IN:

Examples: "I wouldn't come to school any more."

"I'd never come to school."

"I'd stop playing with the doll."

(48) STEAL: The child's response indicates taking something belonging to another without the right or permission to do so, in a devious manner.

Examples: "I'd take it anyway."

"Steal it."

(49) TEASING / NAME CALLING / SARCASM: The child's response indicates making fun of another, vexing or annoying another or name calling; uses sarcasm.

Examples: "I'd call him a baby back."
"(I'd) call him a butt-head."
"I'd laugh at her."
"I know what you are, but what am I?"
"Whatever you say...you are."
"Thanks for eating my cupcake." (sarcastic)
"Say 'you asshole.'"
"You're sometimes a baby too!"
"Tell her to walk in a desert and sit on a cactus."

- (50) THREATEN / COERCE: Intention or insinuation of something harmful, unpleasant, or negative consequence.

Examples: "I'm going to tell your mom if you do that one more time."
"I'm going to yell at you if you break it again."
"I'm gonna tell your mom and see what she does to you."
"Mom, buy me that toy before I throw a fit."
"Can you please not tease me or I'll tell on you for good." [code (06) and (54) and (54)]
"Do you wanna have a fight?"
"Now you're asking for it and I'd punch him. [code (50) and (36)]
"You break mine, I'm gonna break yours."
"Don't hit me or I'll tell your mother." [code (06) and (50)]
"If you don't, I won't be your friend."
"You can never come back to my house."

- (51) WAIT / ACCEPT: Verbalization of acceptance or waiting.

Examples: "Then I won't get it."
"Wait until Christmas, or wait until someone else buys it."
"Well, you get holes in them anyway. I'd just leave them alone."
"I'd play with her next time."
"Just forget about it."
"Just not bother about it."

- (52) YELL / SCREAM / STOMP:

Examples: "I would yell at my mom or dad, I'd really do that to my mom."
"I'd stomp my foot."
"Get mad and shout." [code (19) and (52)]
"I'd slam the door."

- (53) DEFEND SELF: The child's response is one that acts as a safeguard or shield from another's words or actions. It goes further to refute the other's words or actions or be assertive in that it is personal and reinforces self worth. It could be a physical block or evasion to attack.

Examples: "I'm not a baby, my doll's a baby."
"I don't like it when you call me a baby."
"Sticks and stones will break my bones, but words will never hurt me."
"I'd say, 'Well, you have a doll too.'"

"That hurts my feelings."
"Go and find someone else to play and maybe my mom would do something nice for me." [code (24) and (53)]
"I'd block it with my karate blocks."
"I'm not a dummy."
"What if you were playing with a bear and I called you a baby? How would you feel?"
"It's not just an ordinary bear. I love it."
"I like teddy bears. I collect teddy bears."
"I'd duck."
"Block his hand."

- (54) PLEASE / POLITE: The child uses the polite "please" in making a request or asking a question, or says only "please" or "thank you."
- (55) CRY / WHINE: (when child speaks in whine)
Examples: "I'd go home to cry." [code (32) and (55)]
"I would cry 'cause I don't like it." [code (55) and (06)]
- (56) OTHER / "OFF THE WALL" / OUT OF CONTEXT: This code covers those responses that fit no other category because of their unrelatedness, possibly due to the child's lack of understanding of the question posed to him or her, but not limited to that.
Examples: "Thank you. I'm sorry."
"I wouldn't waste my time making a model."
"Have you eaten a cupcake lately?"
"I never would and I never have."
- (57) NO RESPONSE / "I DON'T KNOW": This code includes those silent responses in which the child makes no answer at all for whatever reason (and is asked the question), as well as a child response of "I don't know." Code (57) even when the child goes on to respond with another solution which can be coded.
Examples: "I don't know. I'm only in preschool. I don't want to do that one." [code (57) and (57)]
"I don't know. I think I'd just smack him in the ground." [code (57) and (36)]
- (58) BRIBE: The child promises something he or she thinks the other would like, a positive consequence.
Examples: "If you stop, I'll be your friend forever."
- (59) TRADE: The child offers something of his/her own in exchange.