Dyadic Parent-Child Interaction Coding System for Traumatized Children

Abbreviated Guide for Clinicians

(DPICS-TC)

UC Davis PCIT Training Center

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Introduction to DPICS Coding

The Dyadic Parent-Child Interaction Coding System (DPICS) is designed to assess parent-child social interactions, providing a guide for treatment decisions and measure of behavioral change in Parent-Child Interaction Therapy.   This coding system is specifically designed: (1) to serve as a baseline pre-treatment assessment of behaviors occurring in dyadic family interaction; (3) to provide a measure of ongoing progress during therapy that focuses on changing general parent-child interaction patterns; and (4) to serve as a behavioral observation measure of treatment outcomes.

- ❖ DPICS coding is used as to evaluate parent-child interactions during the pre-, mid- and post-treatment 15-minute behavioral observation.

- ❖ DPICS coding is also used to evaluate parent-child interactions in the first five minutes of each coaching session.

- ❖ Code every verbalization from parent. Every sentence receives a code.

- ❖ Two–second rule: When there are 2-second pauses between phrases, each phrase should have a separate code. (i.e., red lego...yellow lego…blue lego… = 3 descriptions)

- ❖ Some codes have higher priority than others (i.e. Praise in a question form is still a praise, because it has higher priority than a question.) See priority order and decision rules in each section.

- ❖ Incomplete statements are not coded.

- ❖ Statements parents make to themselves, such as "think aloud" comments are not coded. Singing is not coded.

- ❖ When two complete sentences are joined by "and" or "but" each sentence is coded independently.

PARENT TALK (TA)

ACKNOWLEDGEMENT (AK)

<u>**Definition**</u>

An acknowledgement is a brief verbal response to the child's verbalization or behavior that contains no manifest content other that a simple yes or no response to a question.

> **Examples:**
>
> | | | | |
> |---|---|---|---|
> | Yes | Sure | There you go | Is it! |
> | No | Alright | That a boy | It does! |
> | Yeah | Uh-huh | How about that | Well I'll be |
> | O.K. | Um-hmm | Oh, my goodness | Oh! |
> | Why not! | Sure does | Yuk! | We'll see |
> | Uh huh | Oh Dear | You're Welcome | |

<u>**Guidelines**</u>

1. **The verbalization <u>must</u> be in response to the child.**

   a. It may be in response to something the child said.
   Example:
   Child: This is fun.
   Parent: Um-hmmm

   b. It may be a recognition of the child's compliance to a command.
   Example:
   Parent: Put the truck on the shelf.   (DC)
   Child: (complies)
   Parent: That a boy!   (AK)

2. **"Yes" and "No" answers to a child's question are coded acknowledgement.**

   Example:
   Child: Is this the right piece?
   Parent: Yeah!   (AK)
        Or
   Parent: No.   (AK)
        Or
   Parent: Sure is.   (AK)

3. **Acknowledgement is distinguished from other categories such as reflective statement, descriptive statement, descriptive/reflective question, indirect command, or unlabeled praise by its lack of content.**

   Examples:
   Child: This is a green tractor.
   Parent: Uh-huh.   (AK)
   Parent: A tractor.   (R)
   Parent: Wow, you drew a beautiful tractor.   (LP)

4. **Use the two second rule to determine if a verbalization is an independent response or simply the introduction to or conclusion of a sentence.**

   Examples:
   Child: (complies)
   Parent: O.K. . . (1 sec.) Now put the train in the toy box.   (DC)

   Child: (building a train)
   Parent: That's a ling train. . . (3 sec.) Wow!   (ID + AK)

5. **Do <u>not</u> code as acknowledgement non-content verbalizations that are not a clear response to the child.**

   Examples:
   Parent: (sets puzzle on the table)
   Parent: O.K.. . . (3 sec.) Now let's play with the puzzle.   (IC)
   (O.K. is not coded because parent acknowledged their own behavior)

   Parent: (thinking out loud) Oh, my goodness.   (NOT CODED)
   Child: What?
   Parent: I forgot to unplug the iron.   (NOT CODED)

<u>Decision Rules</u>

1. **When uncertain as to whether the verbalization is an acknowledgement or some other category such as reflective statement, descriptive statement, question, direct command, indirect command, labeled praise, or unlabeled praise, code acknowledgement.**

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INFORMATIONAL DESCRIPTIONS (ID)

<u>**Definition**</u>

Informational Descriptions are comprised of statements that introduce information about people, objects, events, or activities, or indicate attention to the child, but do not clearly describe or evaluate the child's current or immediately completed behavior.

<u>Examples</u>
Looks like the doll wet her diaper.
This garage has an elevator that unloads automatically.
The circus master sits here, in the engine car.
Here's the cowboy.
See, this piece fits here.
One, two, three sheep!
I'm too tired to play jump rope right now.
You seem to be feeling very happy today.

a. The parent's ongoing activity

Examples:
I'm putting my car next to yours.   (ID)
This is a picture of you I'm drawing.   (ID)
My driver is driving very slowly and carefully.   (ID)

b. The toys or objects in the room

Examples:
What a pretty dolly.   (ID)
This circus train has a whistle.   (ID)
The toy box is really a play stove.   (ID)

c. General comments relevant to the immediate situation

Examples:
I think some of the puzzle pieces are missing.   (ID)
Legos are fun to play with.   (ID)
It will be time to go home in 10 minutes.   (ID)

d. Interpretations of unstated feelings or motivations

Examples:
You look like you're feeling angry.   (ID)
You're feeling frustrated with all those missing parts. (ID)
You must be feeling proud of yourself.   (ID)

1. **Informational descriptions strung together but separated by a pause of 2 seconds or more are coded as separate statements.**

    Examples:

That tower is so tall (2 seconds) it looks ready to fall over.	(ID + ID)
One, two, three, four, five!	(ID)
One (2 second pause) Two (2 second pause) Three.	(ID + ID + ID)
A, B, C, D, E, F, G,	(ID)

2. **An answer to the child's question involving more information than a simple yes or no is a informational statement.**

    Examples:

Child:	Where is Ethiopia?	
Parent:	It is in Africa.	(ID)
Child:	What is this?	
Parent:	It looks like a hoist.	(ID)
Child:	Can we get some doughnuts?	
Parent:	No, we're going to have dinner soon.	(ID)

3. **A parental statement given as part of pretend talk (e.g. puppet talk, doll talk, or toy telephone talk) is not coded in this system.**

    Examples:

Hello there little girl!	(parent talking for toy farmer-not coded)
I'm a big green giant.	(parent talking for puppet-not coded)
Ring, ring, ring, Hello!	(pretend telephone talk-not coded)

Decision rules

1. **When uncertain as to whether a description is a Behavioral Description of an Informational Description, code Information Description.**

2. **When uncertain as to whether the verbalization is an Informational statement or any other verbalization category, code Information Description.**

3. **When uncertain whether Informational Descriptions strung together are one sentence or separate sentences, code one sentence.**

PRAISE

UNLABELED PRAISE (UP)

Definition

An unlabeled praise is a nonspecific verbalization that expresses a positive evaluation of an activity, product, or attribute of the child.

    Examples:

Great	Excellent	Thank you
Nice	First-Rate	That's intelligent
Terrific	Top-notch	You're so thoughtful
Wonderful	Swell	You're my little helper
Marvelous	Fine job	Perfect

Guidelines

1. **A nonspecific verbalization that contains one or more positive evaluative words or phrases is an unlabeled praise.**

       Examples:

That's <u>nice</u>.	<u>Nice</u> work.
<u>I like</u> That.	<u>Terrific</u>, honey!
<u>Good</u> work.	That's <u>wonderful.</u>

2. **Unlabeled praise is non-specific and does not include a specific action, object, or adjective. Specific praise is labeled praise.**

       Examples:

Terrific!	(UP)
Terrific drawing!	(LP)
Good.	(UP)
Good singing.	(LP)
You're being considerate.	(UP)
You're being considerate to wait so quietly.	(LP)

3. **A brief positive evaluative work or phrase that occurs before or after a descriptive statement is an unlabeled praise.**

       Examples:

Great! You finished putting away the Legos.	(UP + BD)
(< 5 seconds)	
You drew a horse. Nice	(BD + UP)
Good girl! That's where the doghouse belongs.	(UP + ID)

4. Unlabeled praise must refer to a product, activity, or attribute of the child. Statements indicating approval of an object in the room, or activity or product of others is a descriptive statement.

Examples:

Good! (referring to a child's tower).	(UP)
Good! (parent admires own tower).	(ID)
That's pretty (referring to child's drawing).	(UP)
That's pretty (referring to doll in playroom).	(ID)
You're being perfect.	(UP)
Your dolly is being perfect.	(ID)

5. An adjective or adverb that is clearly a compliment makes a nonspecific statement an unlabeled praise.

   a. **The following are unlabeled praise.**

   Examples:

You're <u>thoughtful</u>.	That's <u>beautiful</u>.	You're <u>considerate</u>.
That's <u>perfect</u>.	You're <u>smart</u>.	It's <u>wonderful</u>.
You're <u>creative</u>.	You're a <u>handsome</u> boy.	<u>Superior</u>!
You're so <u>polite</u>.	<u>Brilliant</u>!	You're so <u>patient</u>.

   b. **The following are borderline compliments and are coded descriptive statements.**

   Examples:

You are so <u>alert</u> today	(ID)
That's very <u>energetic</u> of you.	(ID)
That's very <u>funny</u>.	(ID)
You're <u>quick</u>.	(BD)
That was <u>carefully</u> done.	(ID)
You're <u>helping</u> to put the toys away.	(BD)
That was an <u>interesting</u> story.	(ID)
You're being <u>quiet</u>.	(ID)
You are a <u>big boy</u>.	(ID)
You're <u>cleaning up</u>.	(BD)
That's <u>very straight</u>.	(ID)
That's <u>exciting</u>.	(ID)

6. Unlabeled praise must include a clear verbal picture of positive evaluation. Implied approval through parental enthusiasm alone is not defined as unlabeled praise.

   Examples:

Wonderful!	(UP)
Wow!	(AK)
Great!	(UP)
Okay!	(AK)

That's mommy's little helper.	(UP)
You got it! (if child did not obtain any toy or other object)	(ID)

7. **Nonspecific statements of positive evaluation which positively evaluate the child's activity are unlabeled praise even if they are stated in question form.**

   Examples:

That's terrific, isn't it?	(UP)
I think that's beautiful, don't you?	(UP)
You did that just right, didn't you?	(UP)

8. **A statement that interprets the child's feeling state is a descriptive statement, not an unlabeled praise.**

   Examples:

You seem very happy.	(ID)
You're pretty cheerful today.	(ID)
You seem enthusiastic.	(ID)

9. **A clearly positive descriptor or metaphor that refers to the child is an unlabeled praise.**

   Examples:

You're my little helper.	(UP)
Here comes Daddy's little princess.	(UP)
What a sweetheart!	(UP)

Decision rules

1. **When uncertain as to whether a statement is a labeled or unlabeled praise, code unlabeled praise.**

2. **When uncertain as to whether a statement is an unlabeled praise or falls within another code category such as reflective statement, descriptive statement, descriptive/reflective question, indirect command, direct command, acknowledgement; do <u>not</u> code unlabeled praise.**

LABELED PRAISE (LP)

<u>**Definition**</u>

Labeled praise is any specific verbalization that expresses a positive evaluation of an activity, product, or attribute of the child.

> **Examples**
> Thank you for sitting in your chair.
> That's a terrific house you made.
> You did a great job of building the tower.
> I like the way you drew that circle.
> Your picture is very pretty.
> You have a beautiful smile.
> You have a wonderful imagination.
> That's an excellent way to figure out the solution.
> You're considerate to share your cookie with me.
> Isn't that a lovely design you made!
> What pretty hair you have!
> You're my little helper for making the bed.

<u>**Guidelines**</u>

1. **A labeled praise must be <u>specific</u> enough to let the child know exactly what can be done or displayed again to receive a similar praise.**

    a. **A labeled praise may provide an evaluation of the child's <u>specific action</u>.**

    Examples:

Your <u>coloring</u> is beautiful.	(LP)
That is beautiful.	(UP)
I like the way you <u>sit</u> so quietly.	(LP)
I like the way you're acting.	(UP)
You <u>stacked the blocks</u> perfectly.	(LP)
You did that perfectly.	(UP)

    b. **Verbs, such as "playing," "working," and "acting" are nonspecific and are not sufficient to make a praise labeled.**

    Examples:

You are playing nicely.	(UP)
You are building that tower nicely.	(LP)
I like the way you're helping.	(UP)
I like the way you're helping me pick up the toys.	(LP)

c. **A labeled praise may provide an evaluation of the child's <u>specific product</u>.**

Examples:

<u>Your story</u> was very well-organized.	(LP)
That was very well-organized.	(UP)
The <u>dog you drew</u> is very pretty.	(LP)
That is very pretty.	(UP)
I love the <u>tea</u> you made for me.	(LP)
I love this.	(UP)

d. **Praise of objects that are not products of the child are coded as descriptive statements.**

Examples:

That's a pretty truck you're pushing.	(BD)
That's a pretty truck you drew.	(LP)
I like these farm animals.	(ID)
I like the farm animals that you picked to play with.	(LP)
This is a fun game they have.	(ID)
You made up a fun game.	(LP)

e. **A labeled praise may provide an evaluation of a <u>specific</u> physical or psychological <u>attribute</u> of the child.**

Examples:

Your <u>hair</u> is beautiful.	(LP)
You are beautiful.	(UP)
Your <u>ideas</u> are very intelligent.	(LP)
You are very intelligent.	(UP)
It's so nice of you <u>to share</u> your toys.	(LP)
You are so nice.	(UP)

2. **A labeled praise must contain an evaluative component that is clearly <u>positive</u>.**

Examples:

It's great that you are trying so hard with that puzzle.	(LP)
You're trying so hard with that puzzle.	(BD)
I like the way you drew that picture so quickly.	(LP)
You drew that picture quickly.	(BD)
That's a wonderfully exciting story you made up.	(LP)
That's an exciting story you made up.	(BD)

3. **Specific statements of positive evaluation are labeled praises even if they are stated in question form.**

Examples:

You drew a lovely bouquet, didn't you?	(LP)
Your design turned out beautifully, didn't it?	(LP)

Isn't that a super airplane you made! (LP)

4. **Labeled praises that reflect the child's statements or answer questions are coded as labeled praise rather than reflection.**

   Examples:
Child:	Look at the pretty house I made!	
Parent:	I see you made a pretty house.	(LP)

Child:	I built a wonderful fort!	
Parent:	You did build a wonderful fort.	(LP)

Child:	Do you like my picture?	
Parent:	Yes, I like your picture.	(LP)

5. **A statement that interprets the child's feelings is a descriptive statement rather than a labeled praise.**

   Examples:
You seem happy about the piece you fixed.	(BD)
You're so proud of the numbers you wrote.	(BD)
I think you're pretty glad you got a haircut.	(ID)

6. **A clearly positive descriptor or metaphor that refers to the child's specific activity is a labeled praise.**

   Examples:
You're a little darling for sitting still.	(LP)
You're Daddy's little helper for bringing me the box.	(LP)
What a sweetheart you are for sharing the blocks.	(LP)

Decision rules

1. **When uncertain as to whether a statement is a labeled or unlabeled praise, code it unlabeled praise.**

2. **When uncertain as to whether a statement is a labeled praise or a reflective statement, descriptive statement, question, direct command, indirect command or acknowledgement, do not code labeled praise.**

REFLECTIVE STATEMENT (RF)

Definition

A reflective statement is a declarative phrase or statement that repeats the child's immediately preceding verbalization. The reflection may be exactly the same words the child said, may contain synonymous words, or may contain some elaboration upon the child's statement, but the basic content must be the same as the child's message.

Examples:

Child:	The pig is fat.
Parent:	The pig _is_ fat.
Child:	The choo-choo go whiz.
Parent:	The train goes very fast.

Child:	I put the car here and the truck here.
Parent:	You put the car and the truck beside each other.

Child:	Give me the car.
Parent:	You want the car.

Child:	That's funny clown.
Parent:	You think he's funny.

Child:	Whoosh! Captain Fire escaped.
Parent:	Whoosh! There goes Captain Fire!

Guidelines

1. **The reflective statement must be in declarative rather than question form.**

   Examples:

Child:	My doll's name is Peter.	
Parent:	His name is Peter.	(RF)
Parent:	His name is Peter?	(RQ)

Child:	I smeared the paint.	
Parent:	It looks like you smeared a little paint.	(RF)
Parent:	You smeared the paint?	(RQ)

Child:	The toy box is full.	
Parent:	The toy box is _very_ full.	(RF)
Parent:	Is the toy box full?	(RQ)

2. **The reflective statement must retain the verbal content of the child's statement by including at least some of the child's words or exact synonyms of the child's words.**

Examples:

Child:	My teacher is taking us to the zoo.	
Parent:	Oh, you're going to the zoo.	(RF)
Parent:	You're going to the place where they have	
	different kinds of animals to watch.	(RF)
Parent:	You're going to see some animals.	(ID)

Child:	Daddy doesn't like Fido.	
Parent:	Your father doesn't like our dog.	(RF)

Child:	The mommy and daddy and sister are eating dinner.	
Parent:	The whole family is eating dinner.	(RF)

Child:	The man with the straw hat is feeding the chickens.	
Parent:	The farmer is feeding the chickens.	(RF)

3. **The reflective statement must retain the basic meaning of the child's statement. Rephrased statements containing words that change the child's intent, "correct", or contradict the child, are coded as descriptive statements.**

Examples:

Child:	Build a wall.	
Parent:	You want me to build a wall.	(RF)
Parent:	You want us to build a fort.	(ID)

Child:	I don't really like this game.	
Parent:	You really do like this game.	(ID)

Child:	This is a big red block on top.	
Parent:	That's a green block on top.	(ID)

Child:	Daddy said I can stay up till 10:00.	
Parent:	Daddy said you can stay up till 9:00.	(ID)

4. **The reflection may contain a descriptive elaboration or a grammatical correction of the child's message as long as the original content is retained.**

Examples:

Child:	The girl is in the green car.	
Parent:	The green car has a girl and boy in it.	(RF)
Parent:	The boy is also in the car.	(ID)

Child:	I made a big square.	
Parent:	You made a big square in the circle.	(RF)
Parent:	You made a big circle.	(BD)

Child:	Cow moo.	
Parent:	The cow says moo.	(RF)
Child:	This piece don't fit.	
Parent:	This piece doesn't fit.	(RF)
Parent:	This piece doesn't fit and you've tried almost every hole on the board.	(RF + BD)

5. **A reflective statement may reflect stated feeling content but does not interpret unstated feeling.**

Examples:

Child:	I like playing with these Legos.	
Parent:	You like this game.	(RF)
Parent:	You enjoy playing with these Legos.	(RF)

Child:	This is a stupid game.	
Parent:	You think this game is dumb.	(RF)
Parent:	I thing you're getting tired.	(ID)

Child:	I'm mad at you.	
Parent:	You're mad at me.	(RF)
Parent:	I'm sorry that you're mad at me.	(RF)
Parent:	You're mad at me and that makes me feel bad.	(RF)

Child:	I'm scared to make it higher.	
Parent:	You're scared.	(RF)
Parent:	You're afraid.	(RF)
Parent:	You're really just lazy.	(NTA)

Child:	I can't put the puzzle together.	
Parent:	You're having a hard time with that puzzle.	(RF)
Parent:	You can't get the pieces to fit together.	(RF)
Parent:	You're feeling frustrated with that puzzle. (interprets unstated feeling)	(ID)
Parent:	You're trying to put that puzzle together. (changes child's meaning)	(BD)

Child:	I'm happy we found the cookie monster.	
Parent:	You're happy that we found him.	(RF)
Parent:	You're feeling hungry for cookies too.	(ID)

Child:	I can't find any more white cards.	
Parent:	You seem upset because you can't find them.	(ID)

Child:	This game takes a long time.	
Parent:	This IS a long game.	(RF)

| Parent: | You're getting bored with this game. | (ID) |

6. Reflective statements do not evaluate. They contain no praise or criticism.

Examples:

Child:	This is a tower.	
Parent:	I like your tower.	(LP)
Parent:	This is a tall red tower.	(RF)

Child:	I drew a house.	
Parent:	You drew a sloppy house.	(NTA)
Parent:	You drew a BIG house.	(RF)

Child:	I'm going to use this board to be my fence.	
Parent:	That's a good idea to use the board for a fence.	(LP)
Parent:	You're using the board for a fence.	(RF)

Child:	I'm too dumb to do this.	
Parent:	You're too dumb to do this.	(NTA)
Parent:	You think you're too dumb to do it.	(RF)
Parent:	You think you're stupid.	(RF)
Parent:	You're not too dumb to do it.	(ID)
Parent:	You're a smart boy.	(UP)

Decision Rules

1. **Code reflective statement when uncertain as to whether a statement is a reflective statement or a labeled praise, unlabeled praise, critical statement, direct command, or a descriptive/reflective question.**

2. **When uncertain as to whether a statement is a descriptive statement, an acknowledgement, or a reflective statement, code descriptive statement or acknowledgement.**

BEHAVIORAL DESCRIPTION (BD)

Definition

Behavioral Descriptions are non-evaluative, declarative sentences or phrases in which the subject is the child and the verb describes the child's ongoing or immediately completed (< 5 sec) observable verbal or nonverbal behavior.

Examples
You're building stairs.
You're singing a song.
I see you're coloring those apples pink.
I know you're trying hard to put that piece in.
You're looking at the picture book.
You just finished the red one.
You're calling the doll Jessica.
You're building a house for the princess.
You and I are making a big fort.
We are making a big fort.
You got the purple block! (In past 5 sec)
You put the dog next to the cat.

Guidelines

1. **A behavioral description gives an account of the child's ongoing activity and use action verbs to describe actual observable behavior:**

   Examples:
You're putting the cow in the barn	(BD)
You sang a new song.	(BD)
You're sitting very quietly.	(BD)
You finished the house.	(BD)
It looks like you are picking out all the red ones.	(BD)
You got a red one!	(BD)

Verbs **Not** considered action verbs are "want", "know", "are", "decide", "think"

2. **The statement must describe the ongoing activity. A comment that refers to events outside of the immediate situation is an irrelevant verbalization, and is not coded.**

   Example:
You're looking for something else to play with.	(BD)
On our way home, we'll stop at the ice cream shop.	(Not Coded)

3. **Behavioral descriptions do not evaluate. They contain no praise or criticism of the child's products or activities.**

Examples:

You've lined up all the cars for the car wash.	(BD)
I like the way you lined up all the cars.	(LP)
Looks like you drew a tornado.	(BD)
You can draw better than that silly scribbling.	(NTA)

4. **Behavioral descriptions are free of implied orders or demands. A statement that implies an action to be begun by the child in the immediate future is an indirect command.**

    Examples:

You're putting on your coat to go home.	(BD)
Let's get ready to go home.	(IC)
You look like you're putting away some toys.	(BD)
I'd like you to put away some toys.	(IC)

Child:	(starting to build a fort)	
Parent:	You're going to build a fort now.	(BD)
Child:	(playing with cars)	
Parent:	(placing blocks in front of child)	
	You're going to build a fort now.	(IC)

5. **Behavioral descriptions strung together separated by a pause of 2 seconds or by an "and" or a "but" are coded as separate statements.**

    Examples:

You're moving the car into the elevator (2 second pause) lifting it to the roof, (2 second pause) giving it an oil change.	(BD + BD + BD)
You put the elephant in the circus train and built a big tent and made a circus ring for the lions.	(BD + BD)

<u>Decision rules</u>

1. **Behavioral descriptions can be distinguished from Informational Descriptions by the subject of the sentence which must be the child.**

2. **When uncertain as to whether a description is a Behavioral Description of an Informational Description, code Information Description.**

QUESTIONS (Q)

QUESTION (Q)

Definition

Questions are verbal inquiries that are distinguishable from declarative statement by having a rising inflection at the end and/or by having the sentence structure of a question. Questions request an answer but do not suggest that a behavior is to be performed by the child.

> **Examples:**
> That's a red one, right?
> You're pushing it along the floor, aren't you?
> You want to play with the barn?
> You have to go to the bathroom don't you?
> You're feeling pretty happy, huh?
> I'm driving the car carefully, aren't I?
> Wasn't that fun?
> Isn't that a pretty dolly.
> Do you want to use these blocks for the bridge?
> Should I be the policeman?
> Do you like coming to see the doctor?

Guidelines

1. **The phrase must be in question form.**

2. **Some questions are differentiated from statements by inflection. The voice rises rather that falls at the end of the sentence.**

> **Examples:**
> The red one, huh?   (Q)
> This one goes on top, see?   (Q)
> You have the cars?   (Q)
> That's the baby?   (Q)

3. **When a question is attached to the end of a descriptive or reflective statement, it is always coded a question.**

> **Examples:**
> You want to play with the doll, <u>don't you?</u>   (Q)
> This is a red one, <u>isn't it</u>?   (Q)
> You want the spoon here, <u>right</u>?   (Q)

4. **Rhetorical questions are coded as questions. Rhetorical questions are those for which a specific verbal or behavioral response is not required. Note that in rhetorical questions the question portion of the sentence <u>may</u> fall at the beginning of the sentence.**

Examples:

Child:	This is an apartment building.	
Parent:	Is that what it is?	(Q)
Child:	(drawing a clown)	
Parent:	Isn't that a funny clown?	(Q)

5. **A question requires a verbal answer from the child, but does not request a behavioral response.**

Examples:

Child:	We need a big one.	
Parent:	How about this one?	(Q)
Child:	Yeah!	
Parent:	Can I use this Lego for the door?	(Q)
Child:	O.K.	
Parent:	Is that doll going to be the mommy?	(Q)
Child:	No.	

6. **Questions that refer to the child's feelings, opinions, or preferences are coded as questions.**

Examples:

Are you having fun?	(Q)
How do you like this one?	(Q)
Which toy do you want to play with?	(Q)
Is this where you want me to build my house?	(Q)
How do you feel?	(Q)

7. **A question is distinguished from an acknowledgement by its content. Question must contain some content, whereas an acknowledgement is free of content.**

Examples:

Child:	I'm building a garage.	
Parent:	Garage, huh?	(Q)
BUT:		
Parent:	Huh!	(AK)
Child:	Let's play house!	
Parent:	House?	(Q)
Parent:	OK?	(AK)

8. **A question is distinguished from and indirect command stated in question form in that a descriptive/reflective question does not require and action by the child other than an answer to the question whereas an indirect command always requires an action by the child.**

Examples:

What color is this?	(Q)
How about picking the toys now?	(IC)
This is a pick-up truck, isn't it?	(Q)
Why don't you play with the truck?	(IC)
How much is 1 plus 1?	(Q)
Would you put two blocks here?	(IC)
What do you have in your hand?	(Q)
Why don't you give me that gum?	(IC)

REFLECTIVE QUESTION (RQ)

Definition

A reflective question is a question that repeats the child's immediately preceding verbalization. The reflective question may be exactly the same words the child said, may contain synonymous words, or may contain some elaboration upon the child's statement.

Examples:

Child:	Here's a pig.	
Parent:	A pig ?	(RQ)
Child:	I'm making a sun.	
Parent:	You're drawing a sun ?	(RQ)

Decision Rules

1. **When uncertain as to whether a statement is an indirect command or question, code it as a question.**

2. **When uncertain as to whether a statement is a descriptive statement, a reflective statement, or a question, code descriptive or reflective statement.**

COMMANDS AND COMPLIANCE

INDIRECT COMMANDS

Definition

An indirect command is an order, demand, or direction for a vocal or motor behavioral response that is implied or stated in question form. Indirect commands suggest a specific vocal or motor response to be performed by the child, whereas questions request no more than a verbal response.

Examples:

Put it here, O.K.?	Please?
Why don't you hand me the block?	Will you do what I ask?
Let's take out the red blocks.	Can you make a car sound?
We're going to put the toys away now.	Johnny?
Suppose you put that one away first.	Are you going to clean up?
How about giving me that one?	Wipe up all the milk, alright?

Guidelines

1. **Questions added to the end of a command make it an indirect command.**

   Examples:

Color this one yellow, alright?	(IC)
Put the high chair away now, O.K.?	(IC)
Stack the blocks, would you?	(IC)

2. **Commands stated in question form are indirect commands.**

   Examples:

Will you sit down?	(IC)
How about opening the door?	(IC)
Why don't you put the red dress on the doll?	(IC)

3. **A parental statement of feeling or preference is an indirect command when it implies an action to be completed by the child.**

   Examples:

I would like you to comb you hair.	(IC)
I want you to draw a picture.	(IC)
It would make me happy if you would sing your new song.	(IC)
It would be nice if you picked up the Legos.	(IC)

4. **A statement that implies that an action is to be completed by the child in the immediate future is an indirect command.**

Examples:

You're going to do what I say!	(IC)
You're doing just what I said.	(BD)
Now you're going to put all these away.	(IC)
You are putting them all away.	(BD)
Let's use the green pieces.	(IC)
Use the green pieces.	(DC)
I'm going to use the green pieces.	(ID)

5. **Indirect commands are always "positive" commands (i.e. they tell what <u>to</u> <u>do</u> rather than what not to do.)**

Examples:

Will you sit next to me?	(IC)
Will you stop running around the room?	(NTA)
How about putting the crayons in the drawer?	(IC)
Why don't you stop coloring on the wall?	(NTA)
Why don't you stop shouting?	(NTA)

6. **A statement beginning with "You can …, " "You might…," "You could," or "You may…" is an Indirect Command if the child is not already engaged in the behavior unless it is granting an immediately preceding request by the child. If the statement follows a child's request to do something else, it is an Indirect Command.**

Examples:

You could sit down.	(IC)
You may draw a pony now.	(IC)
You can erase that.	(IC)

<u>**Decision rules**</u>

1. **Code indirect command when uncertain as to whether the command is direct or indirect.**

2. **Code descriptive/reflective question when uncertain as to whether the question is an indirect command or a descriptive/reflective question.**

3. **Code indirect command when uncertain as to whether the command is**

4. **A critical statement or an indirect command.**

DIRECT COMMAND

Definition

A direct command is clearly stated order, demand, or direction in declarative form. The statement must be sufficiently specific as to indicate the behavior that is expected from the child.

Examples:
Put that block here.
Please tie your shoe.
Come here by me.
Let me pick up the block.
Put the Lincoln Logs back in their box.
Hit the nail on the head.
Look at this.
Take the dishes out of the box.
Put your hands in your lap.
Spit out the marble.
Make one like this.
Try and draw a horse.
Sit down.
Show me your smile.

Guidelines

1. **Direct commands generally begin with the imperative verb, but may be preceded by please or the child's name.**

   Examples:
   Put the doll in the highchair.
   Bring the bucket over here.
   Color this one blue.
   Give me the hammer.
   Please turn on the light.
   Susie, give me the pen.

2. **Direct commands are sufficiently specific as to give the child enough information to at least begin the task. Vague commands are coded indirect commands.**

   Examples:

Johnny, look at me.	(DC)
How about opening the door?	(IC)
Sit here beside me.	(DC)
I would like you to sit beside me.	(IC)
Put your hands in your lap.	(DC)
You should be careful.	(IC)

Spit out the marble.	(DC)
Can you please behave politely.	(IC)
Clean up the room, pronto!	(DC)
You should hurry up.	(IC)
Put on your coat.	(DC)
Could you get ready.	(IC)

3. **If the child is told to do a series of things in one sentence, only one direct command is coded.**

   Examples:

Put the truck and the car and the block in the box.	(DC)
Shut the door and come over here.	(DC)
Give me the red one and the green one.	(DC)

4. **Commands strung together are coded as separated commands.**

   Examples:

Bring the kitty here and put her in the chair (2 second pause) and cover her with the blanket.	(DC + DC + DC)
Sit in this chair and draw something pretty (1 second pause) and use this crayon first.	(DC + DC)

5. **If the parent begins to give an indirect command but changes it to a direct command, direct command is coded.**

   Examples:

Why don't…….Put the bus in the toy box.	(DC)
Shall we…….Mary, put the house here.	(DC)
Let's …….You take the red one.	(DC)

6. **Direct commands are always "positive" commands (i.e. they tell the child what <u>to do</u> rather than what not to do).**

   Examples:

Put the crayons in the drawer.	(DC)
Stop coloring on the walls.	(NTA)
Put the hammer in the tool kit.	(DC)
Stop hammering on the mirror.	(NTA)
Come here.	(DC)
Don't swing on the curtains.	(NTA)
Stack the blocks in a tall tower.	(DC)
Quit throwing the blocks.	(NTA)

7. Some direct commands are vague but contain an order or direction for a vocal or motor behavior to be performed. In these situations it may be difficult to tell whether a child is complying, or complying to a parent's satisfaction. For example, if a parent gives a command and the therapist/coach has to wait to see how the parent's respond to the child's behavior in order to determine compliance, that is a clue that the parent has given a vague command. Attempts should be made by the therapist to assist the parent in strengthening these vague commands into clearly stated direct commands provided in #1-6 above.

Examples:

Look.	(DC)
Be good.	(DC)
Be neat.	(DC)
Get ready.	(DC)
Listen	(DC)
Be careful.	(DC)
Be patient.	(DC)
Act right.	(DC)
Be nice.	(DC)
Wait	(DC)

Decision rules

1. When uncertain as to whether a statement is an indirect command or a direct command, code indirect command.

CHILDREN'S COMPLIANCE WITH COMMANDS

Definition

After a parent issues a command, the child has 5 seconds to respond. There are three categories describing responses to commands: Compliance (CO), Noncompliance (NC), and No Opportunity for Compliance (NOC).

- **Compliance is coded when the command is obeyed or beginning to be obeyed within the 5-second interval.**

- **Noncompliance is coded when the command is not obeyed or attempted within 5 seconds or when a behavior incompatible with the command is performed.**

- **No Opportunity for Compliance is coded when children have not had an adequate chance to comply.**

General Guidelines

1. **When a command is followed within 5 seconds by another NOC command (e.g., bid for attention, vague command), the second command does not interrupt the first command's 5-second compliance interval.**

   Examples:

Parent:	Put your coat on.	(DC/NOC)
Child:	(picks up coat)	
Parent:	Hurry up!	(DC)
Child:	(puts arm in coat sleeve as 5 sec elapses)	(CO)

Parent:	Will you get out from under the table?	(IC)
Child:	(after 2 sec, no response)	
Parent:	Josh!	(IC/NOC)
Child:	(crawls out 4 sec after the first command)	(CO)

Parent:	Hand me the pink cars, okay?	(IC/NOC)
Parent:	(after 2 sec) Honey?	(IC)
Child:	(hands pink cars)	

   BUT:

Parent:	Put the pink cars in the box, okay?	(IC)
Child:	(Throws a pink car in the box)	(CO)
Parent:	Gently	(ID)
Child:	(Puts car in gently)	(No code)

2. **If a parent interrupts the 5-second interval after giving a command with a second command that would not be coded NOC, the first command is coded as NOC and the second command is coded for compliance.**

Examples:

Parent:	Give me the baseball cap.	(DC/NOC)
Child:	What?	
Parent:	(1 sec) Give me that blue hat right there.	(DC)

| Parent: | Put it here. Put it here. | (DC/NOC + DC) |

Parent:	Why don't you make the sun yellow?	(IC/NOC)
Child:	(continues to draw clouds 4 sec)	
Parent:	Draw some yellow rays on it, too.	(DC)

Parent:	How about cleaning up now?	(IC)
Child:	(no response 3 sec)	
Parent:	Did you hear me?	(Q)
	(does not interrupt 5 sec interval)	
Child:	(ignores parent)	(NC)

Parent:	Time to pick up the crayons!	(ID)
Child:	(no response 4 sec)	
Parent:	Josh! Pick up the crayons and put them in the box.	(IC/NOC + DC + DC)

Parent:	Will you hand me a little piece?	(IC/NOC)
Child:	(looks for a little piece 3 sec)	
Parent:	Oops, no. Hand me that big piece instead.	(ID + DC)
Child:	(hands big piece)	(CO)

Parent:	Put the book away now.	(DC/NOC)
Child:	Oh! Can I finish the story first?	
Parent:	(1 sec) No, put it away.	(DC)

Parent:	Why don't you sit down?	(IC)
Child:	(hesitates for 2 sec)	
Parent:	(pats adjacent chair seat) By me.	(ID)
Child:	(still standing 5 sec after IC)	(NC)

3. **When one sentence contains a series of commands joined by "and" or "but," each command and its response are coded separately. The timing of the 5-second interval begins after the entire sentence has been completed**

- **When the series of commands in the sentence are not sequential (i.e., commands can be completed in any order), the commands may have opportunity for compliance or noncompliance. Any command that could not be started within the 5 sec interval because the child is still completing another command is coded as NOC.**

  Examples:

Parent:	Sit down and take off your coat.	(DC/NC
Child:	(runs around room evading parent)	(DC/NC)
Child:	(takes off coat and sit down)	(DC/CO + DC/CO)

  BUT:

Child:	(struggles taking off coat for 5 sec)	(DC/CO + DC/NOC)
Parent:	Pick up the toys and put them on the table.	
Child:	(picks up one toy at a time, setting each on the table)	(DC/CO + DC/CO)

  OR:

Child:	(collects toys, begins to put them on the table as the 5 sec elapse)	(DC/CO + DC/CO)

  BUT:

CHILD:	(collects toys; 5 sec elapse before child begins to put them on the table)	(DC/CO + DC/NOC)

- **When the series of commands in the sentence "should be" completed in a specific order, the child's compliance to any command, regardless of the order, it "should be" completed in, is still coded as Compliance. Any command that coan't be begun within the 5 sec interval because the child is still complying with another command is coded No Opportunity for Compliance.**

  Examples:

Parent:	Put on your coat and zip it up.	
Child:	(runs around room evading parent)	(DC/NC + DC/NC)
Child:	(puts on coat and zips it up)	(DC/CO + DC/CO)

  BUT:

Child:	(struggles taking off coat for 5 sec)	(DC/CO + DC/NOC)

Child:	(knocks over chair)	
Parent:	Pick up the chair and sit down.	
Child:	(sits down on floor as 5 sec elapses)	(DC/CO + DC/NOC)

Parent:	Get a Kleenex and wipe your nose.	
Child:	(gets Kleenex)	(DC/CO)
	(uses it to wipe nose)	(DC/CO)
BUT:		
Child:	(wipes nose on sleeve as 5 sec elapses)	(DC/CO)
	(but doesn't get Kleenex)	(DC/NOC)
Child:	(gets Kleenex)	(DC/CO)
	(doesn't wipe nose as 5 sec elapses)	(DC/NC)

- **When the series of commands in the sentence is sequential (i.e., they physically can't be completed out of order), the commands that cannot be begun within 5 sec following the end of the sentence are coded No Opportunity for Compliance.**

Examples:

Parent:	Open the crayon box and hand me the purple one..	
Child:	(opens box and gives parent purple crayon)	(DC/CO + DC/CO)
BUT:		
Child:	(opens box, searches for crayon as 5 sec elapses)	(DC/CO + DC/CO)
Child:	(opens box, draws with the purple crayon)	(DC/CO + DC/NC)
Child:	(opens box as 5 sec elapses)	(DC/ CO + DC/NOC)

COMPLIANCE (CO)

Definition

Child compliance is coded when the child performs, begins to perform or attempts to perform a behavior requested by the parent within the 5 sec interval following the command.

Examples:

Parent:	Will you hand me the purple one?
Child:	(after 2 sec. hands parent purple block)
Parent:	Pick up all the toys.
Child:	(picks up one toy as 5 sec. elapse)
Parent:	Put all the blue ones in a pile.
Child:	(after 2 sec. child is putting blue blocks in a pile as 5 sec. elapses)
Parent:	Will you please close the door?
Child:	No! (deliberately slams door)
Parent:	Can you fix the roof on the fort?
Child:	I don't know how. (starts working on the roof)
Parent:	Draw a straight line.
Child:	(carefully draws line)

General Guidelines

1. **When a child complies with the command by completing the requested behavior, compliance is immediately coded and the 5-second interval stops.**

   Examples:

Parent:	Put the King on his throne.	
Child:	(no pause) (puts king doll on throne)	(**CO**)
Parent:	Tell me what time it is.	
Child:	(3 sec.) It's 4:00.	(**CO**)
Parent:	Why don't you use the red crayon?	
Child:	(1 sec.) (draws with red crayon)	(**CO**)

2. **If the child has begun but not completed the requested behavior within the 5-second interval, the child must be continuing to attempt to obey and not have begun a behavior incompatible with compliance during the remainder of the 5-second interval for compliance to be coded.**

   Examples:

Parent:	Bring me the red sticks, okay?	
Child:	(brings a few sticks to the parent as 5 sec. elapse)	(**CO**)
Parent:	Draw a tree.	
Child:	(drawing outline of tree until 5 sec. elapse)	(**CO**)
Parent:	Sing the Bumble Bee song.	
Child:	(4 sec.) (sings, "Buzz, buzz, little bee…")	(**CO**)
Parent:	Will you find the cars?	
Child	(at 4 sec. heads toward toy box)	(**CO**)
BUT:		
Parent:	Hand me the puppet.	
Child:	(picks up puppet and puts it under the table)	(**NC**)

3. **If the child indicates verbal unwillingness to comply, but obeys the command within 5-second interval, code compliance.**

   Examples:

Parent:	You can draw a rainbow.	
Child:	I want to play with the farm. (colors on page)	(**CO**)
Parent:	Sit on the chair, will you please?	
Child:	Can't I sit on the floor? (3 sec.) (sits on chair)	(**CO**)
Parent:	Put the toys away now.	
Child:	I don't want to. (puts blocks in box)	(**CO**)
Parent:	Give me the doll in the blue dress.	
Child:	She's the one I want. (gives doll to parent)	(**CO**)

4. **If the child performs the commanded action, the quality of the response is not considered unless it is unquestionably incompatible with the command.**

   Examples:
Parent:	Draw neatly.	
Child:	(draws)	(**CO**)
BUT:		
Child:	(scribbles wildly)	(**NC**)

Parent:	Hand me the block.	
Child:	(places block near parent on table)	(**CO**)
BUT:		
Parent:	(with hand out) Hand me the block.	
Child:	(puts block on table near parent)	(**NC**)

Parent:	Set it down gently.	
Child:	(places doll house on table	(**CO**)
BUT:		
Child:	(deliberately drops doll house onto floor)	(**NC**)

Decision rules

1. **When uncertain whether the child complied, did not comply, or has had no opportunity to comply, code no opportunity.**

2. **When uncertain whether the child has complied or did not comply, code compliance.**

NONCOMPLIANCE (NC)

Definition

Noncompliance is coded following a Direct or Indirect Command given by the parent when the child does not perform, attempt to perform, or stops attempting to perform the requested behavior within the 5-second interval following the command.

   Examples:
   | Parent: | Sit down. |
   | Child: | (continues running around room for 5 sec.) |

   | Parent: | Erase the chalkboard. |
   | Child: | (begins erasing but stops to draw) |

   | Parent: | Pick up the Legos. |
   | Child: | You made the mess. (continues to play with Legos) |

   | Parent: | Pick the doll up off the floor. |
   | Child: | (colors for 6 sec. then picks up doll) |

   | Parent: | Let's play with the Lincoln Logs now. |
   | Child: | I don't want to. (and does not begin to) |

General Guidelines

1. **Noncompliance is coded after a command when a child performs a behavior that is incompatible with the parent's request. When Noncompliance is coded, the timing of the 5-second interval is stopped.**

   Examples:
   Dyad: (playing with coloring book)
   Parent: Color this hat black. (points to black crayon)
   Child: (colors hat red)   (**NC**)

   Parent: Let's play with the farm.
   Child: (picks up the chalk board)   (**NC**)

   Parent: Give me the doll.
   Child: (pushes doll in opposite direction)   (**NC**)

2. **Failure to begin or attempt to obey a command within 5-seconds is coded Noncompliance. Noncompliance is coded after 5-second elapse with no response from the child.**

   Examples:
   Parent: Come here.
   Child: (continues playing and ignores parent for 5 sec.)   (**NC**)

   Parent: Bring the circus train over here.
   Child: (after 6 sec., child moves train toward the parent) (**NC**)

   Parent: I want you to put the dress back on the doll.
   Child: (after 6 sec., picks up doll dress)   (**NC**)

   Parent: Let's put everything away.
   Child: (continues playing with truck for 5 sec.)   (**NC**)

   Parent: Why don't you draw a picture of a tree?
   Child: (continues to draw a sun for 5 sec.)   (**NC**)

3. **If the child has begun but not completed the requested behavior within the 5-second interval, Noncompliance can be coded only if the child purposefully engages in a behavior incompatible with completion of the command or ceases to attempt to obey the command for the remainder of the 5-second interval.**

   Examples:
   Parent: Will you put Mr. Potato Head in his car?
   Child: (picks up Mr. Potato Head, pushes the car off table)   (**NC**)

   Parent: You must put the airplane away.
   Child: (flies plane to the toy box (2 sec.) but flying until 5 sec. elapses)   (**NC**)

Parent: Pick up the blocks.
Child: (puts one block away and begins building with other blocks)   (**NC**)

4. **Noncompliance is coded when the child fails to obey or attempt to obey a command within the 5-second interval regardless of the child's verbal statements indicating willingness to comply.**

   Examples:
   Parent: Tell me a story.
   Child: Okay, I'll tell you one.
   Child: (after 5 sec., child hasn't started story)   (**NC**)

   Parent: Let's pick up the cars.
   Child: I'll do it later. (races cars throughout 5 sec.)   (**NC**)

   Parent: Pick out all the red tiles.
   Child: Sure. (puts blue tiles on board for 5 sec.)   (**NC**)

Decision rules

1. **When uncertain whether the child has complied, noncomplied, or been given no opportunity, code either Compliance or No Opportunity for Compliance.**

2. **When uncertain whether the child has complied or noncomplied, code Compliance.**

NO OPPORTUNITY FOR COMPLIANCE (NOC)

Definition

No opportunity for compliance is coded when the child is not given an adequate chance to comply with a command.

   Examples:
   You should clean your room when we get home.
   Hang your coat up. (parent puts coat on hook)
   (after child yells) People should talk quietly inside.
   Look.

   Can you be fast like a bunny?
   Be nice.
   Listen.
   Johnny.
   Please.

General Guidelines

1. **Commands that request a behavior to be performed in the not-immediate future (> 5 sec.) are coded No Opportunity for Compliance.**

    Examples:
    Dyad: (building walls of house)
    Parent: You can put the chimney on when we finish.   (**IC/NOC**)

    Child: (dumps out crayons)
    Parent: You have to put them away when you're done.   (**DC/NOC**)

    Child: I'm getting my report card tomorrow.
    Parent: Give it to me as soon as you get home.   (**DC/NOC**)

2. **When the parent completes the action requested in the parent's command in such a way as to prevent the child's compliance, No Opportunity for Compliance is coded. However, if the parent simply joins in the requested activity and does not prevent compliance, do not code No Opportunity for Compliance.**

    Examples:
    Parent: Let's pick the cash register up off the floor.
    Child: (continues playing with cars)
    Parent: (after 4 sec. picks cash register up off floor)   (**IC/NOC**)
    BUT:
    Parent: Let's pick up these Tinker toys.
    Parent: (after 1 sec. begins putting the toys in their container)
    Child: (after 3 sec. begins putting the toys in their container)   (**IC/CO**)

3. **Positively stated commands in the form of general rules for appropriate behavior that immediately <u>follow</u> the commission of an inappropriate behavior are coded No Opportunity for Compliance.**

    Examples:
    Child: You're a dope.
    Parent: Children are supposed to talk nicely to their parents.   (IC/NOC)

    Child: (chewing gum noisily)
    Parent: It's polite to keep your mouth closed when you chew.   (IC/NOC)

    BUT:

    Child: Why did Sissy let Angie play with my Barbie doll?
    Parent: It's important to share your toys with your friends.   (TA/ID)

    Child: (yells)
    Parent: People should talk quietly when they're inside.   (IC/NOC)

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Child:	I told Susie she was ugly.		
Parent:	Children are supposed to say nice things to other kids.	(IC/NOC)	
BUT:			
Parent:	Children shouldn't say mean things to their friends.	(NTA)	

4. **Verb phrases in a command that do not provide sufficient information for the child to perform the expected behavior are coded as No Opportunity for Compliance. These verb phrases include those that call for internal or unobservable behavior or those that are too vague to judge compliance.**

    Examples:

Pretend…	(DC/NOC)		Look.	(DC/NOC)
Hurry up.	(DC/NOC)		Be patient.	(DC/NOC)
BUT:			Be nice.	(DC/NOC)
Quickly.	(TA/ID)		BUT:	
Watch out.	(DC/NOC)		Nicely.	(TA/ID)
Be careful.	(DC/NOC)		Be neat.	(DC/NOC)
BUT:			Get ready.	(DC/NOC)
Carefully.	(TA)		Sshh.	(DC/NOC)
Behave!	(DC/NOC)		Calm down	(IC/NOC)
Listen.	(DC/NOC)		Let me try.	(DC/NOC)
Wait.	(DC/NOC)			
Remember, okay?	(IC/NOC)			

Decision rule

1. **When uncertain as to whether the child has or has not had an adequate chance to comply, code No Opportunity for Compliance.**

NEGATIVE TALK (NTA)

A critical statement is a verbalization that finds fault with the activities, products, or attributes of the child. Any statement that contains NO, DON'T STOP, QUIT or NOT.

Examples:

You're being naughty.	Don't tear the book.
That's a sloppy picture.	Stop hitting me.
That's awful.	You put that in the wrong column.
You stink.	I don't like your attitude.
That's stupid.	You're not trying.
You're so careless.	What a sloppy job.

Guidelines

1. **A negatively evaluative adjective or adverb that refers to an action, product, or attribute of the child makes a comment a critical statement.**

   Examples:

How <u>inferior</u>!	That's <u>naughty</u>.
That's a <u>rotten</u> thing to do.	You're <u>sloppy</u>.
What a <u>lousy</u> drawing.	You're <u>careless</u>.
You are <u>foul</u> today.	That's <u>not nice</u>.
You're <u>stupid</u>.	You're <u>lazy</u>.

2. a. **A critical statement refers to an activity, product, or attribute of the child.**

   Examples:

You didn't do a very good job on that house.	(NTA)
I don't like the way you have your fort laid out.	(NTA)
You put the doll in a stupid place.	(NTA)
That's not a nice thing to do.	(NTA)
You're being very careless today.	(NTA)

   b. **A statement that negatively evaluates or finds fault with objects in the environment or the activities or products of others is a critical statement.**

   Examples:

Stop shouting.	(NTA)
Don't put the gun in the toy box.	(NTA)
Cut that out.	(NTA)
You shouldn't stand on the furniture.	(NTA)
I told you not to write on the wall.	(NTA)
I don't want you to do that again.	(NTA)

3. **A statement of disapproval is a critical statement.**

   Examples:

That's not very funny.	(NTA)
I don't like it when you talk back.	(NTA)
I don't like you to throw things.	(NTA)
I don't like your cat picture.	(NTA)

4. **Obvious parental sarcasm that refers to an activity, product, or attribute of the child is coded a critical statement. Any statement that is sassy, sarcastic or rude.**

   Examples:

Well, that's just great!	(NTA)
You've gotta be kidding!	(NTA)
You call that a house!	(NTA)

Decision rules

1. **When uncertain as to whether a statement is coded a critical statement or falls within another category such as a descriptive statement, reflective statement, descriptive/reflective question, indirect command, direct command, irrelevant verbalization, or acknowledgement, do <u>not</u> code a critical statement.**