

CODING SYSTEM FOR PARENT DISCIPLINE INTERVIEWS

1989 (Revised 1/96)

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Parents were interviewed using the Parent Daily Telephone Report (PDR) developed by Chamberlain and Reid (1977, 1987) and the Parent Daily Telephone Discipline Interview (DDI) developed by Webster-Stratton and Spitzer (1989). We used the version of the PDR which listed 22 negative behaviors commonly engaged in by children. Parents were asked to select those negative and aggressive behaviors which they felt were major problems with their child. These shorter, individually tailored checklists were then used as the basis for the phone interviews conducted twice a week for two weeks. During these phone interviews, the checklist was read to the parent, who was then asked to report on the occurrence or nonoccurrence of specific behaviors during the previous 24 hours. When the parent responded on the daily PDR that a particular behavioral problem had occurred, then the interviewer asked the open-ended question, "How did you handle this problem?" (Alternative versions of the question, used for variety, were "How did you respond?" "What was your response?" or "What did you do then?") The interviewer was empathetic and used reflective statements. She encouraged the parent to elaborate on her description of the behavior and her discipline strategy; however, she did not direct the parent's responses nor did she offer any evaluative reaction. The parent's verbal responses were written down verbatim.

On the average, the DDI took half an hour to complete and was conducted on two occasions, one week between calls. Subsequently, the two authors did extensive content analyses of over 50 interview responses until they derived the initial 66 codes which captured the essence of all the types of discipline responses which had occurred. Initially, discipline responses were coded independently, until an overall reliability of 80% across all responses was achieved. Then a third rater received extensive training with the DDI coding manual and independently coded 20% of the original interviews. These interviews were randomly selected without the primary coders' knowledge of which interviews would be selected for reliability checks.

The 68 codes of discipline responses were sorted and compiled into nine categories based on the theoretical judgment of three professionals and on prior results of a study where we examined the differences in discipline responses between an abusive and non-abusive population (Webster-Stratton, 1985). These categories are as follows:

Physical force includes negative physical responses in which the parent used force against the child's body.

Critical non-physical force includes verbal responses in which the parent criticized, blamed, threatened, or otherwise spoke critically and forcefully to the child, as well as nonverbal behavior that communicated criticism.

Non-critical verbal force primarily includes commands.

Limit setting includes verbal responses in which the parent pointed out to the child the expected or desired behavior.

Teaching/cognitive includes verbal behavior in which the parent explained, reasoned, and instructed the child about the child's behavior and about appropriate behavior.

Positive verbal response includes verbal responses that reinforced appropriate behavior and/or communicated empathy, warmth, or support.

Positive non-verbal response includes non-verbal responses that reinforced appropriate behavior and/or communicated empathy, warmth, or support.

Lack of response/no follow-through was used when the parent did not discipline the child.

Parent's activity and state of mind included a variety of statements made by the parent describing her personal reaction to the child's behavior.

I. PHYSICAL FORCE

This category encompasses forms of discipline in which the parent uses physical force against the child's body.

(1) Slap, spank, hit, kick, swat, pull hair, shake: parent uses physical force to punish the child or to stop a behavior by causing the child physical pain. Included are instances where parent uses an object against the child, such as spanking with a belt or spraying with a hose.

(2) Physically force to do a task: parent uses physical force to make the child comply to a command.

Examples: Child doesn't want to sit at the table and eat; parent feeds her.

Child is whining about being told to come in from outside; parent takes child's hand and brings him into the house.

(3) Restrain: parent uses physical force to hold the child back from doing something that the child wants to do or is already engaged in.

Examples: Child is running around, being hyperactive; parent grabs him and holds him.

Child is kicking her friend; parent pulls her away from friend.

(4) Lead, drag, or carry to corner, to Time Out, or away from situation: parent uses physical force to make a child go into Time Out, stand in a corner, or leave a situation.

Examples: Child gets up from Time Out in chair; parent puts child back in chair.

Child is throwing things out the window; parent says, "Time Out," and drags child down the hallway, shoves her into room, and closes the door.

Child is hitting her sister; parent pulls child away.

(5) Soap in the mouth: parent forcibly washes child's mouth out with soap.

(6) "Bad" Time Out: Time Out that the parent sets up (intentionally or inadvertently) in such a way that the child experiences fear or emotional abuse. Unlike every other code in this category, "bad" Time Out need not involve parental use of physical force.

Examples: Time Out in the dark.

Time Out in the car with locked doors when the parent is not in the car.

Time Out for excessive lengths of time.

Parent adds 6 minutes to Time Out each time child whines.

(7) Push away: the parent uses physical force to reject the child with a push, a shove, etc.

(8) Chase child: parent pursues the child by running or walking quickly after the child, so that the child experiences fear and assumes that the parent may intend to punish or use physical force against the child.

(18) Throw away toy: parent uses physical force to destroy the child's toy, or throws it in a garbage can or wastebasket. This code is not used in cases where the parent simply removes the toy; the use of force is essential.

(81) Encourage child to hit back: parent encourages a the target child or his/her friend to hit back. This happens usually when a child is hit by a friend while playing and the parent encourages the child to respond by hitting back.

II. CRITICAL NON-PHYSICAL FORCE

This category encompasses verbal behavior through which the parent criticizes, blames, threatens, rejects, humiliates or otherwise speaks forcefully and critically to the child, as well as non-verbal behavior that communicates these attitudes.

(9) Yell, shout, scream, scold: parent uses voice in an angry or stern tone. Also used when parent speaks very forcefully and critically to the child, so that the child is likely to be frightened or intimidated (whether or not the parent intended this effect).

Examples: Parent yells, "Quit it!"

Child cuts parent's hair with scissors; parent screams at the child.

Parent tells interviewer, "I guess I raised my voice a little."

NOTE: This code is superceded by more specific forms of critical verbal force (e.g., an angry remark that expresses disapproval is coded 14, not 9.)

(10) Argue, fight: parent engages in an argument or a verbal fight with the child.

(11) Threaten with physical punishment or physical harm: parent threatens to inflict hurt or pain on the child, or threatens to hurt or damage one of the child's possessions, such as a pet or a toy.

(12) Reject child: parent communicates rejection, disapproval, or dislike of the child as a person (not merely of the child's behavior or action). (For criticism or disapproval of the child's behavior, code a 14.)

Examples: "How do you expect me to put up with someone so clumsy?"

"You've been a brat ever since you were born!"

"You're becoming just as lazy as your father."

(13) Humiliate child: parent humiliates the child by namecalling, ridiculing the child, or imitating the child.

Examples: Parent says, "You're acting like a baby."

Parent says, "What a sissy!"

Child says, "I'm tired." Parent responds, in an exaggeratedly whining tone, "I'm tired."

(14) Express disapproval or criticize child: parent verbally expresses disapproval of the child's action with no accompanying explanation. Parent communicates a negative judgment or a dislike of the child's behavior. This code is not used for statements in which the parent tells the child not to do something.

Examples: "That's bad!"

"What a horrible thing to say!"

"I'm tired of hearing you complain all the time!"

"You're too old for that."

"I don't want to listen to that kind of talk."

(15) Force child to do an activity: parent harangues child until the child finally complies. Excessive critical verbal force. This category would include a forceful demand for compliance, such as "You have to come here now!"

Contrast this code with 22, 23, or 28, in which the parent uses a neutral tone, and with 41 in which the parent's tone is not forceful.

(16) Threaten to ignore, to discipline or to punish in a non-physical manner: parent threatens child with consequences that do not involve physical hurt but nevertheless are likely to frighten the child; or parent gives the child an ultimatum involving non-specific consequences.

Examples: "I'm going to tell your father!"

"You pick that up or else!"

"If you don't obey me, you're gonna get it!"

(20) Negative command: parent says "No" or "Stop," or states that a behavior is not allowed.

If the parent reveals more information about the content of the command that suggests another, more specific code, use that code instead.

Examples: "No hitting!"

"Don't you dare hit your sister!"

"You stop that immediately!"

"In this family we don't hit!"

(24) Confront: parent verbally confronts the child with the child's misbehavior and demands an explanation, or denies the truth of what child is saying; done in a critical, angry, stern, or threatening manner or tone.

Examples: Child brings home sheet of stickers from school, claiming teacher gave them to him; parent says sternly, "I don't believe that's what happened."

Parent asks, "Who broke the window?" " Child says, "I don't know." Parent says, "I think you do know."

Child starts talking back while visiting at a neighbor's house; parent takes child aside and says, "Are you acting nice?"

(25) Make apologize or tell truth: parent demands that the child apologize or tell the truth; done in a critical, angry, stern, or threatening manner or tone.

Examples: (shouting) "I want you to say you're sorry now!"

(26) Guilt by induction: parent makes or attempts to make the child feel guilty by indirect means, rather than direct -- by referring to the parent's own feelings or reactions, rather than the child's misbehavior.

Examples: Parent says, "I'm really disappointed that you won't eat what I fixed for dinner."

Parent says, "Why are you behaving this way -- do you want to give me a heart attack?"

(27) Lecture: parent states the rules or limits without explanation, in a harangue that allows for only minimal verbal response from the child.

Contrast with 45, in which a rule is stated in positive terms, telling the child what he or she is expected to do.

(78) Critical non-verbal force: parent communicates criticism, rejection, disapproval or dislike of the child through a gesture or facial expression.

Examples: Child is complaining; parent withdraws and refuses to talk to the child.

When child puts puzzle piece in upside down and looks at parent, parent frowns.

Parent enters room where child is playing and stomps her foot.

(82) Prolonged grounding: parent grounds the child for a prolonged period of time.

Examples: Child takes something from a store and the parent responds by grounding the child for a week.

Child hits another child and the parent responds by grounding the child to playing inside for 3 days.

III. NON-CRITICAL VERBAL FORCE This category is used for verbal behavior that is forceful, but not critical.

(22) Command: parent gives an order, a demand, or direction to the child. A command calls for a behavioral response.

If the parent reveals more information about the content of the command that suggests another, more specific code, use that code instead.

Examples: "Pick up those Legos now!"

"How about picking up those Legos?"

"I want those Legos picked up now."

"Let's pick up those Legos."

(23) Repeat command: parent restates or repeats a command. This code is used once for each repetition reported by the parent. If parents says, "I just kept on repeating it until he finally obeyed," code 23 only once.

(28) Stick to ground, be firm: without using force, criticism, or threats, parent insists that the child comply. This code does not denote any particular parental behavior, but rather parental intent. In carrying out this intent, parent might use a variety of techniques, with the exception of any from categories I or II.

Do not use this code with the the Repeat Command code.

Contrast with 15, where the parent uses critical and/or forceful tone; with this code, the parent uses a neutral tone.

Examples: "We're not leaving until you apologize to Sam."
(28 and also code 25)

Parent says, "If you don't put your toys away, you can't go swimming." (28) (If child does not put away her toys, and the parent refuses to let her go swimming, code 30 as well.)

NOTES: 1. If parent insists by repeating a command only once, use code 23, not this code.
2. Do not use this code along with code 23.

IV. LIMIT-SETTING

This category encompasses verbal behavior through which parents attempt to deal with inappropriate behavior through various appropriate limit-setting strategies.

(29) Warning of Time Out or withdrawal of privileges: parents warns child that if the misbehavior continues, child will be put in Time Out or will lose privileges.

Examples: "No treats until you finish your chores!"

"If you don't stop arguing with me, you're going to have to go into Time Out."

NOTES: 1. If the consequence is something other than Time Out or withdrawal of privileges, code according to the consequences:

Examples: Child whines that he wants to go to the store; parent says, "If you don't stop whining, I'm going to get really mad!" (Code 16]

Child wants to bring her favorite blanket to the store; parent says, "If you bring that along, I'm going to throw it away!" (Code 18)

2. If the consequence of misbehaving is not specified, the warning is coded as 18 (nonspecific threat, ultimatum).

(30) Time Out, send to room, chair, or couch (actual or attempted): parent puts child in Time Out, or attempts to do so, following the rules for correct Time Out, namely:

- *Give the command
- *Do not use physical force
- *Do not add elements of critical statements
- *Do not deliberately frighten the child.

If parent does not adhere to these rules, this is considered a "bad" time out and falls under code 4 or 6.

Use this code also for added minutes of Time Out assigned when the child does not adhere to the Time Out rules.

If the Time Out exceeds 5 minutes, code as a "bad" Time Out (except for Time Outs extended because child has not adhered to the rules, where the parent has added time according to the procedure described above).

(31) Nose to corner: parent tells child to stand in the corner, facing the wall. Regardless of whether parent calls this "Time Out," it is coded differently because it does not conform to the Time Out rules.

(32) Withdraw privileges or toys: parent takes away something that the child likes -- an activity or an object. This code is used for the action itself, not the warning (for warning, code 29).

Contrast with code 18 where the parent throws away or destroys a toy, or threatens to do so.

(33) Logical consequences: parent warns child of negative consequences that have an inherent connection with the misbehavior, rather than an arbitrary connection. "Negative" consequences means negative for the child; that is, if the child misbehaves or continues to misbehave, the parent will enforce consequences that the child would not like. The consequences can be either that the child will experience something she would dislike or will have to give up something she would like; either outcome must be logically related to the misbehavior in question.

This code is used both for a warning of logical consequences and for the enforcement of a warning.

Examples: "If you don't eat your dinner, you can't have dessert."

Child is quarreling with younger sister over a toy; parent says, "If you keep quarreling, I'm going to take that toy away."

Child doesn't finish chores; parent refuses to give child a star on chart.

"If you leave your bike out in the rain, you won't be able to ride it for a week."

"If you leave your bike out in the rain, you won't be able to go to the movies" would not be a logical consequence, because the consequence has no logical connection with the behavior. (It is an arbitrary, imposed consequence, not an inherent one. Code 29)

"If you leave your bike out in the rain, it might rust" would not be a logical consequence; it is a natural consequence. (Code 40)

"If you leave your bike out in the rain, someone might steal it" would not be a logical consequence, since the parent is not enforcing any consequences. (Code 40)

NOTE: This code overrules (29), since it is more specific.

(34) Remove child from situation, or alter the situation: parent disconnects child from the stimulus or situation that promotes or permits the misbehavior.

Examples: Child is bothering cat; parent takes cat away.

Child is fighting with other children at birthday party; parent takes him home. (34 could apply, but in this case parent has done more than just separate the children.)

Child is arguing with another child; parent takes her aside and tells her to calm down. (Code 35 and 22).

NOTE: If parent removes child from situation by providing redirection or a distraction, code 37 not this code.

Child is arguing with brother over who gets to play with a certain toy first; Mom asks brother to go into another room and watch a video. (code 34, not 33)

(35) Separate children, or separate child from parent: parent physically separates the child from another child or from parent, so as to discourage or prevent the misbehavior. This must be done without the use of physical force; otherwise, use code 4.

Examples: Child is fighting with friend; parent sends friend home.

Child wants to come in bed with parents, when she has been told previously that this is not allowed; parents send her back to her own room.

(36) Stop activity: parent stops the child's activity that is connected with the misbehavior.

Examples: Child is running around, being noisy; parent has her sit down on bench.

Parent and child are cutting out gingerbread cookies together; child is eating cookie dough after being told not

to; parent responds by taking away cookie dough, putting away cookie cutters, and saying they are done with making cookies for today.

Siblings are arguing over control of the TV channel;
parent turns off TV.

(37) Distract or redirect: in order to stop a misbehavior or an undesirable behavior, parent gets the child interested in a different activity or situation.

Examples: "Let's go over to the swings now."

"Why don't you go outside for a while?"

Child is arguing with brother about who won the game they're playing; parent starts talking to child about the puppy they are going to buy.

NOTE: If parent tries to redirect child to another activity or situation, and suggests more than one possibility, so that the child is given a choice, code 42, not 37.

Example: Parent says, "Well, you could go ride your bike, or you could go see whether Leila wants to play." (Code 42)

(39) Supervise or monitor: parent enhances child's compliance by closely supervising or monitoring the child's activity.

Examples: Parent tells interviewer, "I tried to monitor it."

Parent tells child to clean up room, then stands at the door of child's room until he finishes.

(57) Ignore (or attempt): parent actively withdraws or withholds her attention from the child -- by turning away, looking elsewhere, etc. This code is used only when the mother explicitly says that she ignored the child's behavior. However, if further questioning from the interviewer reveals that the parent did not actually ignore the child -- for example, if she remained in the child's presence, watching him -- this code is not used.

(41) Request compliance: parent asks child to do something, in a non-forceful manner.

Examples: Child is talking while parent is on the phone;
parent says, "Jordan, could you please be quiet while I'm on the phone?"

Child is running around, being noisy; parent says, "Do you think you could settle down?"

(79) Grandma's Rule: A command that specifies a positive consequence if the child complies. The consequence must be clearly positive for the child. Sometimes this is clear only from the context.

Examples: If you eat your peas, then you can have dessert.

You can have dessert after you eat your peas.

When you get through with your bath, then I'll read to you.

V. TEACHING/COGNITIVE

This category encompasses verbal behaviors which are oriented toward explaining, presenting reasoning, and teaching the child about his or her behavior/misbehavior and about what is appropriate behavior. It includes strategies designed to reinforce appropriate behavior.

(40) Reason, discuss, explain, point out what mother is doing: parent discusses the misbehavior with the child, explaining the reasons why it is undesirable, the possible consequences, etc. Or parent explains the situation, perhaps hoping that child will stop the misbehavior once he/she understands.

Examples: Parent says, "Your Dad and I need to talk to each other now."

Child says something cruel to friend; parent reminds child how child felt when a friend said something similar to her.

Parent says, "We don't hit -- it hurts."

While on a walk, child is complaining that younger sister gets carried; parent says, "When you were little, we carried you when you were tired of walking."

(42) Give alternatives: parent explicitly offers the child a choice between alternatives to the activity or to the misbehavior; these alternatives might include a compromise. Rather than the parent suggesting an alternative, here the child is given the opportunity to choose. Or, parent offers the child an alternative to what the child wants.

Examples: Child is running around, being noisy; parent says, "You can either stop that right now, or go outside, or go upstairs."

Child is complaining about there being no dessert for dinner; parent says, "Would you rather have dessert tonight or tomorrow night? You can't have both."

Parent says, "No, I can't play with you now. We'll play later, after I finish folding these clothes." (Code 40 as well as 42).

(43) Point out what child is doing: parent points the behavior problem out to the child or reminds the child of the specifics of the behavior problem. While these remarks may sometimes imply disapproval or criticism, they are not coded as critical (code 14) unless the parent makes the disapproval/criticism explicit.

Examples: Parent says, "You're interrupting me!"
(Compare with, "I hate it when you interrupt me!" or "It sure bothers me when you interrupt me like that!", both of which would be coded 14.)

Child is hanging onto parent's leg; parent says, "That hurts!"

Child takes brother's basketball; parent says, "You took that ball without asking your brother's permission first."

Child burps; parent reminds child of his promise not to burp.

Child calls sister a "pooh-pooh head"; parent says, "How did you feel when your sister called you that name?"

(44) Identify child's feelings: parent labels or paraphrases the child's stated or unstated feelings or what the child is experiencing.

Examples: Child is whining; parent says, "It sounds like you need a cuddle."

Child says, "I hate you!" and parent responds, "You must be feeling really angry at me."

Parent says, "I know it must taste yucky."

(45) Remind or restate what child is to do: parent states the rules or the expected behavior. Here, the parent does not give any negative commands (e.g., "Don't put your shoes on the table"); instead, the parent focuses on the desired behavior.

Examples: Parent shows child the list of things she has to do before leaving for school.

Child is jumping on living room couch after being told that it will be bedtime soon; parent says, "The time before bedtime is a time to relax and settle down, remember?"

Parent says to child, "If you're going to play outside, you have to come in when I tell you to."

Parent says, "The rule is, whoever sets the table gets to sit wherever they want."

(46) Gather more information: parent attempts to find out the possible reasons for the child's misbehavior; to find out more about the context in which the misbehavior took place; or to find out more about the child's feelings, state of mind, etc.

Examples: Child is pouting; parent says "Tell me what's going on, tell me what you want."

Siblings come into house, one of them crying; parent asks the other one, "What happened?"

(80) Problem Solving: The parent tries to engage the child in coming up with possible solutions to the problem.

Examples: The parent says, "What are some other ways you could

solve this problem?", "Tell me what you could have done instead.", "Let's problem-solve about this.", "What are the consequences?"

VII. POSITIVE VERBAL RESPONSE

(48) Praise: parent expresses a favorable judgment concerning a behavior, attribute, or product of the child. This includes non-specific as well as specific statements.

Examples: "You cleaned up your room really nicely!"

"Terrific!"

"What a neat story you wrote!"

"Thank you, Chris!"

(50) Reassure, comfort, show understanding: parent responds with empathy by verbally reassuring child or conveying acceptance and support. Overrides 53.

Examples: Child is crying because she stubbed her toe; parent soothes her.

Neighbor swears at child; child comes home upset; parent says neighbor shouldn't use bad words with child.

Child says, "I'm scared I'm gonna die"; parent says, "I promise you're not going to die!"

Child wakes up in middle of night and comes into parents' room; parent takes him back to his room and lies down with him on bed.

(53) Respond verbally to feelings: parent verbally acknowledges the child's emotions and provides a supportive verbal response. Code 50 overrides this code, since it is more specific.

Example: After riding in back seat of car, child is afraid to attend party out of fear that she will throw up; parent says, "I'll stay here with you until you feel better."

Child wakes up in the middle of the night after having nightmare. Parent says, "Nightmares can be pretty scary. Mommy and Daddy have nightmares too."

Child is humming and smiling as she plays; parent says, "You seem to be really happy today -- how nice!"

(56) Cheer up the child: parent uses humor to improve the child's mood, to help the child cope with a disappointment, etc. (May be verbal or non-verbal.)

Examples: Child is crying and parent says "Now, I don't want to see any smiles -- don't smile!"

(71) Positive feeling talk: parent expresses verbally her/his positive feelings about the child or the child's behavior. This is not an evaluative comment or a judgment; it is a description of what the parent feels in relation to the child.

This code is often used in conjunction with the code for Praise.

Examples: "I really enjoy it when we spend a whole day together without arguing!"

"I'm feeling happy tonight because you helped me so much with cleanup."

"When your teacher told me how well you are doing in your reading, I felt so proud!"

"I sure like that painting you did this afternoon."

"I appreciate that!"

(74) Conversation with child: parent engages the child in conversation. Use this code only when the conversation does not serve a purpose described by another code -- use it for conversation that is essentially "chit-chat." This kind of conversation should be a form of positive social interaction.

(75) Descriptive commenting: in the case of appropriate behavior, parent describes what the child is doing, without evaluating it. Contrast with Code 41 (43), Point Out What Child is Doing, which is used when the parent describes the child's inappropriate behavior.

Often parents will make this type of statement intending it to be praise. The difference is that in descriptive commenting, the parent's evaluation of the behavior is left unspecified, so that the child may or may not know what the parent thinks about the behavior.

Examples: "You are putting that puzzle together really fast."

"Your Lego tower is getting higher and higher."

"You played by yourself the whole time that I was talking to Dad!"

VII. POSITIVE NONVERBAL RESPONSE

(47) Listen to the child: parent actively listens to what the child is saying; parent's remarks are limited to paraphrase or "echo" statements.

Examples: Child: "I'm mad at you!" Parent: "You're angry at me."

Child: "I wish we could go home now." Parent:
"You want to go home now."

(49) Reward, positive reinforcement: parent rewards child's behavior or sets up a positive contingency for the child if she or he complies to the parent's requests. This reward must follow the child's behavior, not precede it.

This code is superceded by any of the more specific codes which identify the type of reward or positive reinforcement.

Occasionally the parent will reward misbehavior; in such cases, this code can still be used.

Examples: "If you come now, next time we'll stay longer."

Parent tells child that because he sat and ate quietly, he gets a sticker.

"If you get ready for bed now, I'll read you a story."

Child cleans up room, as told; parent says, "Now you can go play in the sprinkler if you want to."

(51) Give attention: parent attends to child's needs or behavior. This code is assigned only when:

(1) attention is an appropriate response: i.e., when the behavior is not a misbehavior, and when child's goal is not simply to get attention;

(2) the parent specifically states that she gave the child her attention, or words to that effect;

(3) more specific information about the form of attention (e.g., listening, physical affection) is not available.

Examples: Parent tells interviewer, "I thought he was tired, so I spent more time with him."

Child interrupts parent while parent is on phone; parent stops talking for a moment and listens to child (code 47) before saying, "You're interrupting me when I'm talking" (code 43). After hanging up the phone, parent goes over to child and says, "Now, what is it that you wanted?" (51)

(52) Provide assistance: parent helps the child solve a problem, perform a task, etc., by physically helping him or her.

Examples: Parent helps child clean up room.

Child comes to parent crying and says, "I wet my pajamas last night"; parent changes sheets.

Child does a cursory job of brushing teeth; parent says, "You didn't brush your teeth very well, did you?" (code 14) and helps child brush them a second time (code 52).

(54) Physical affection: parent gives the child a kiss, hug, etc. Whether the child responds to the affection or seems to want it does not matter here. Overrules 49.

(55) Tangible reward: parent rewards the child for a desirable behavior that has occurred by giving child something tangible, or offers the child a tangible reward on condition that the child behave in some specified way. This code does not include physical affection. If uncertain as to whether the

reward was tangible or intangible, use Code 54, Reward/Positive Reinforcement, which is more general than this code.

(56) Cheer up the child: parent uses humor to improve the child's mood, to help the child cope with a disappointment, etc. (May be verbal or non-verbal.)

Examples: Child is afraid of going to bed; parent brings puppets into the room and acts out a little drama concerning bedtime.

Child is crying and parent says "Now, I don't want to see any smiles -- don't smile!"

(72) Parent positive affect: parent smiles or laughs at the child's (appropriate) behavior, or smiles or laughs with the child about something the child has said or done, or about something external. This code is not used if the smile or laughter is in any way sarcastic or mocking -- the affect must be positive.

(73) Play with child: parent plays with the child. This code encompasses Code 54 (51), Give Attention; do not double-code (though this code may be double-coded with codes other than 54 [51]).

(76) Exchange -- success: child offers the parent something tangible or intangible, and the parent accepts. This code is most often used for offers of help or offers to share something. Sometimes the parent's acceptance of the offer of help takes the form of giving the child permission.

Examples: Child says, "Can I help you wrap the present?" Parent responds, "OK."

Child hands parent a piece of her cookie and parent accepts it.

VIII. LACK OF RESPONSE/NO FOLLOW-THROUGH

This category encompasses parental behaviors which indicate that the parent has little or no control over the child's behavior/misbehavior.

(58) Let go, let alone: parent allows child to continue the misbehavior, instead of intervening in cases that call for intervention.

Examples: Parent says to interviewer:
"I just sat there."
"I didn't do a heck of a lot!"
"I threw up my hands."
"That's just the way he is."

Child is hitting brother; parent tells interviewer, "I was so tired -- I sat there and watched him."

(59) Let someone else handle it: parent lets someone else -- e.g., the father -- respond to the child's misbehavior even though the problem behavior took place in the mother's presence and it would be reasonable to expect her to have handled it.

(60) Give in to child's misbehavior: parent gives the child her attention, when ignoring would be the proper response; gives the child what he wants; or

cooperates in some other way with the child's misbehavior. In effect, the parent joins in the child's misbehavior.

Examples: Child is resisting being disciplined; parent tells interviewer, "I finally just gave up."

Child is interrupting parent when she is talking on the phone; parent tells interviewer, "I hung up the phone and listened to him."

(61) Bribe child: parent gives child a reward before the child carries out the desired behavior.

Examples: "OK, here's your dessert. [Child starts eating it.]
Now remember, you have to eat all your dinner -- that was our bargain."

"You can watch TV now if you do your homework afterwards."

(62) Parent does task instead of child: rather than continue to try to get the child to obey or cooperate, the parent does the desired behavior herself, thus obviating the need for compliance.

(69) Parent apologizes: parent apologizes to the child in a situation where the parent has done nothing blameworthy -- i.e., the parent should not be apologizing to the child. (For example, if the parent apologizes for hitting the child, do not use this code.)

Examples: Parent asks child to clear the table; child starts clearing the table but then starts crying; parent says, "I guess I shouldn't have asked you to do that."

After observing the child fighting with sibling, parent separates them by sending the sibling outdoors to play; child gets angry and stomps around; parent says, "I'm sorry, honey. I'll let Heidi come back inside."

(77) Exchange -- failure: child offers the parent something tangible or intangible, and the parent refuses it. This code is most often used for offers of help or offers to share something. Sometimes the parent's rejection of the offer of help takes the form of refusing permission.

Examples: Child says, "Can I help you wrap the present?" Parent responds, "No."

Child hands parent a piece of her cookie and parent says, "No thanks, sweetie."

IX. PARENT'S ACTIVITY AND STATE OF MIND

This category refers to the parent's affect and state of mind. The parent may make statements regarding her own emotional state when she was involved in the process of disciplining the child or her reactions after it was over. Parents refer to their own feelings of anger, loss of control, or general helplessness.

(64) Loss of control: parent expresses a general inability to deal with the child's misbehavior.

Examples: Parent tells interviewer, "I lost it."

Parent tells interviewer, "I got a little louder (code 10); I tried to look sterner; I made him sit in my lap (code 3); nothing worked" (code 64).

(65) Disordered state of mind caused by child: parent expresses specific feelings like anger or depression in response to the child's misbehavior.

Examples: Parent tells interviewer:

"I got really mad."

"My feelings were hurt."

"I didn't know what to do."

"I guess I was feeling bad because we don't have enough money to get him toys of his own."

(66) Parent's activity disrupted: parent states that she was forced to stop her own activity as a result of the child's misbehavior; she resents this outcome. (If she does not resent this outcome, do not use this code.)

(68) Parent does not remember: parent remembers that the behavior in question occurred, but cannot remember how she/he responded to the behavior.

